DOCUMENT RESUME

ED 074 043 SP 006 242

TITLE	Secondary Teacher Preparation at Wheeling College: A Model Based Upon Person, Performance, and Partnership.
INSTITUTION	Wheeling Coll., W. Va.
PUB DATE	[71]
NOTE	134p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Master Teachers; *Performance Criteria; *Program Descriptions; School Community Cooperation; *Secondary School Teachers; *Teacher Education
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

The secondary teacher preparation program at Wheeling College prepares students to become master teachers. The program emphasizes three themes: person, partnership, and performance. To develop the person, the education department helps the student to define beliefs, state goals, establish plans for reaching set goals, and evaluate progress. To develop partnership, the education department and a committed school share resources to establish a realistic professional environment. The third theme, performance, provides students with a framework so that they can compare their progress with behaviors and competencies of master teachers. The following related program materials are included: an annotated listing of these materials; "Design of a Secondary Teacher Training Program for Wheeling College;" "Student Teaching at Wheeling College;" "Secondary Teacher Preparation at Wheeling College: A Model Based upon Performance and Partnership;" "The Function of a Principal in a School Used as an Education Center;" and Student Reaction to Education Semester". (Author/MJM)

FILMED FROM BEST AVAILABLE COPY

Wheeling College
Wheeling, W. Va. 26003

DISTINGUISHED ACHIEVEMENT
AWARDS PROGRAM
ENTRY

Office of: Education

ED 074043

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SECONDARY TEACHER PREPARATION AT WHEELING COLLEGE: A MODEL BASED UPON PERSON, PERFORMANCE, AND PARTNERSHIP

SP 006 242

Table of Contents

	Page
Abstract	
Historical Development Of The Program	1-4
Description Of The Present Program	5-8
Philosophy	9-10
Goals	11-14
Performance Mechanism	15
Phase I	16-18
Phase II	19-20
Phase III	21-23
Phase IV	24-25
Phave V	26-27
Phase VI	28
Evaluation	29-31
Contribution To Teacher Education	32-33
Personnel And Budget	34
Supporting Documents	
Annotation	
Documents	

ABSTRACT

Small liberal arts colleges occupy a unique position in teacher education. Rather than being overwhelmed with numbers of students which often tax the staff simply to cope with mechanics of operation, staffs of small colleges can devote themselves to developing individualized programs. Adopting large school models, small schools often fail to take advantage of their uniqueness. The teacher education program at Wheeling College, taking advantage of its size, operates a unique program which may serve as a model for other small liberal arts colleges, as well as larger schools.

The program prepares students to become Master Teachers by concentrating on three related themes. The first theme is PERSON, where the Department helps each student define his beliefs, state his goals, establish his plans for reaching his goals, and evaluate his progress. The second theme is PARTNERSHIP, where the Department and a committed school share resources to establish a realistic professional environment in which the beginning teachers can develop. The third theme is PERFORMANCE, where the Department provides students with a framework so that they can objectively compare their progress in becoming Master Teachers with behaviors and competencies of Master Teachers. The themes of PERSON, PARTNERSHIP, and PERFORMANCE weave through professional course work, teaching experience, conferences, and social interactions and form the basis for the Wheeling College Model of Professional Education. It is a model which will provide the profession with individuals who have the commitment and the competencies to develop skills needed to shape and strengthen the profession.

Historical Development of the Program

An exposition of the development of the Education Program at Wheeling College will aid in understanding the present program, which is the outgrowth of past experimentation, evaluation, and evolution, starting with the program's inception and continuing today. The program was approved by the faculty of Wheeling College in 1967. At that time Dr. Albert Bender and Mr. Carson Bryan were employed to develop a program to be implemented in September of 1968. The initial hope of the faculty in adopting the program was that a personalized education program, along with the strong academic program provided by the College, would produce effective teachers. The program was initially designed with this objective in mind. The College had no education majors, and the professional education courses were to be concentrated in one semester. At this time the decision was made to develop the program along the lines of a partnership between the college and local schools (see supporting documents, article #2). Essentially the partnership model implied involving all of the student teachers as well as the College's Education Department staff in one host school during the student teaching period. In that way it was felt that the College would gain from having a central location for its student teachers, while the high school would gain from having full-time college personnel available for consulting work.

The program began operation in September of 1968 in the Martins Ferry, Ohio, High School with eleven student teachers. For the second semester the program, with sixteen students, was housed in Triadelphia High School in Wheeling. During the

first year of its operation the Education Department began to offer, under a grant from Title I of the Community Development Act, a course for cooperating teachers in Clinical Supervision. The effect of this course on the undergraduate education program was three-fold. First, by teaching the cooperating teachers supervisory skills, the program freed the College personnel from direct supervisory work in the schools, thus providing the host schools with more consulting time. The second effect was to provide a pool of trained cooperating teachers in the area for future use. Finally, the course served as an impetus for developing a graduate education program at Wheeling College in cooperation with the University of Detroit, which enabled the program to expand its continuing education offerings.

During the second year of operation the program was housed in Clay Junior High School and Wheeling Central Catholic High School, both in Wheeling. In the second year of the program the staff of the Education Department became dissatisfied with its block system. In the block system students took ten credits of course work at the College during the first quarter of a semester and student teaching and education seminar in the host school during the second quarter of the semester. It was felt that the weakness of the system lay in the dichotomy, evident in most teacher preparation programs, between theory and practice. As a result, concepts intellectualized during the first quarter were often forgotten, or were found to be inadequate or unrealistic when operation was required.

Arrangements were made with Wheeling Central Catholic High School to participate with the Wheeling College Education Department as the host school for a full year, while a full semester program of total involvement with integrated learnings and professional experience was developed. Wheeling Central Catholic provided a stable atmosphere and a trained cadre of cooperating teachers which served to buttress our attempt at change. The integrated involvement model began operation with eleven student teachers during the first semester of 1970-71. The major concern initially was to develop unifying threads which ran throughout the seminars and the teaching experience. Evaluation with the students as the program evolved and at the end of that first semester showed that we had successfully intertwined professional experience and course work and had significantly narrowed the gap between theory and practice.

Although we were happy with our success in developing a program which contained total involvement and integrated course work and experience, we were dissatisfied with the lack of concrete statements describing necessary teaching competencies. Our task was to concretize our operations. To do so we first made explicit our philosophy of education. From this philosophy we developed six goals for our program which we also identified as the attributes of a Master Teacher. Finally we analyzed our operation to determine what we did to provide experiences to help the beginning teacher to be able to grow into a Master Teacher. The product of this process was "Secondary Teacher Preparation At Wheeling College: A Model Based Upon Performance and Partnership", a paper which was presented to the Jesuit

Education Association, with the result that the program was cited by that organization for its contribution to parochial education. Another more significant result of explicitly stating the operation of the program was that the statement not only focused our attention on our evaluative procedures, but also identified that our program operated within the framework of each individual. Because this thrust of the program is as important as performance and partnership, we felt it would be misleading not to include "person" in the title of our program. Stating the why, the what, and the how of the program's operation led us to question how we best could evaluate to what extent a student had developed in the process of becoming a Master Teacher. Our questioning led to the development of the competencies stated on the form used to evaluate students.

This narrative brings us to the present time. Just as evaluation, experimentation, and evolution have been central to the past development of the program, they continue to operate presently and are likely to continue to mark the program in the future. The preparation of this presentation has caused us to evaluate the stated competencies for their relevance, an evaluation which has resulted in several revisions. We are continuing our attempts to make explicit the intertwinings of the program. The future will include more along this line. Because of our experiences in stating the professional education component of the preparation of a master teacher in terms of levels of competence, one possible task for the future is working with the academic departments to develop competency level in subject matter areas.

Description of the Present Program

The education program at Wheeling College has four characteristics which make it unique and innovative: total involvement of the student in the school environment for a full semester, the use of the education center model of student teaching, the employing of performance-based criteria for evaluation, and emphasis on the student's individual development.

Total involvement is achieved in two ways. First, the education students take programs only in education during one semester of their senior year. In this way they are wholly directed to teaching. During this education semester, the students take six integrated programs designed to provide them with experiences which are essential to developing the skills of a Master Teacher. These programs are in educational psychology, educational philosophy, general teaching methodology, teaching methodology in specified fields, teaching experience, and educational research. On completion of the programs, the students earn eighteen credit hours in professional education. Total involvement is also achieved by placing the student full time for one semester in the school environment. In most models of undergraduate teacher education, students complete education course work, arrive at a school for periods ranging from a few weeks to a semester, and phase themselves into teaching. These models have several weaknesses. First, class work is often theoretical and removed from the real teaching situation so that often, under the pressure of student teaching, the models developed in the college classroom crumble. A program of total

involvement allows for a continual testing of a student's developing educational theory by his real experience. Second, time is often inefficiently used at the beginning of student teaching through having the student, who lacks skills of observation and supervision, observe while he learns the working of the school. In a total involvement program this initial period can be spent in class work which prepared the beginning student to begin teaching. As the semester continues, less time is spent in the preparatory programs and more time is spent in actual teaching. By employing the total involvement model of teacher education, the Wheeling College program narrows the gap between theory and practice while making the most productive use of the student's time while he is learning to teach.

A second important aspect of the Wheeling College program is partnership, which is achieved through using education centers. The concept of the education center is essential to the success of the Wheeling College program. An education center is a secondary school which has entered into a partnership with the College to prepare teachers and improve instruction. The staff members of an education center take seriously their professional responsibility to train other teachers. They also realize that by entering into a partnership with the College the resources of the College become available to them.

The best way to illustrate the education center operation is by contrast. In the usual undergraduate teacher preparation program a department's students are assigned to a number of cooperating Master Teachers in a number of schools. These students

are serviced by a college supervisor who usually can spend only an hour or two a week in the school. The college supervisor usually observes a class, confers with the Master Teacher and the student teacher, and leaves to return a week later. His role often becomes one of calming ruffled feathers or mediating between the Master Teacher and the student teacher. Because his time in the school is limited, the college supervisor is of little value in helping the school supervise the student teachers or improve instruction. However, in the Wheeling College program all of the student teachers are placed in one school -- an education center. This arrangement allows the college supervisors to work full time in the school situation as instructional consultants. Training the cooperating Master Teachers in supervisory skills frees the College supervisors to offer their expertise to the host school. The College supervisors teach demonstration lessons, work with the school staff in improving instruction, help in curriculum development, and generally provide resources which are not normally available to the school. The partnership model employed by Wheeling College benefits the College and the school and develops an atmosphere where the preparation of teachers is the shared professional responsibility of the College and the secondary school.

A third unique characteristic of the Wheeling College Program is its use of performance-based criteria for evaluation. By establishing goals in terms of the ways in which Master Teachers operate and by breaking these behaviors into sequential developmental competencies, the Department is able to evaluate objectively each student's progress toward becoming a Master

Teacher. The performance-based criteria not only allow more objective evaluation but also provide the student with knowledge about his starting point for future professional development.

As they work together, the first three characteristics - total involvement, partnership, and the performance based criteria - allow the Department to develop its fourth characteristic, the emphasis on each person's individual development. Total involvement gives the person the time necessary to discover his beliefs and style and to test and modify them. The partnership provides a professional environment dedicated to helping the person develop. The performance based criteria give the person concrete goals to strive for without stifling him with a model of what he is to become. The emphasis on the person is evident in the department's manner of working with students. Students state what they want to become as teachers, and the staff of the department constantly mirrors their actions and questions their beliefs so that the students can determine how they are acting and so that they can be sure that their stated beliefs are their true beliefs.

Philosophy

The Education Department believes that man is a being who possesses emotional, mental, and physical powers different from other creatures in their scope and potential. The powers differ for each individual and are influenced by his environment. Within this limiting framework man is born to become what he wishes to become and is capable of making choices that shape his life and being.

Man changes as he experiences living, choosing, and learning, and he inculcates these perceptions into his being. In this sense he begins changing at birth and stops at death. He knows and learns best when he develops congruence with the world around him and accepts responsibility for his own destiny. He is in constant struggle with ambiguities and the thwarting nature of his environment. As he gains responsibility for his actions and congruence with his world, he exercises more of his potential to become what he wishes to become. At each success, however, more complex unknowns appear, and man is faced with the choice to go on assuming more responsibility or to capitulate. If he chooses to capitulate, he inhibits his growth, and therefore change is thwarted. Man may induce the choice to inhibit change as a response to the ambiguities and unknowns that face him. The choice to relinquish responsibility may be permanent or a respite, during which potentials lie dormant awaiting a new encounter.

This philosophy can be seen clearly in the manner in which the students in teacher education are treated. The Department

believes that all the students who come to it have the capabilities to grow into Master Teachers. It is the role of the Department to remove the elements of the environment which may thwart the student's growth, to help him identify his goals, and to provide an atmosphere in which resources may be employed so that students begin to shape their learning. The Department realizes that the students come to the program with different experiences and values. Some of these experiences may have caused them to doubt their capabilities of shaping their own growth. Once the student has begun to believe in his capabilities, the role of the Department becomes one of providing an environment that is conducive to continual educational growth, which will enable the successful student to continue to improve and develop after he leaves the program. The Department accomplishes this role by providing support while the students face new and deeper challenges, as well as by working with the students in identifying new areas for growth.

The Department has not established a "preferred" teaching model. The role of the Department is to help each person become the teacher he wishes to become. Thus the Department's role is to aid the student in exploring as many choices as possible and to help the student assess the implications of those choices.

Goals

Since the program's philosophy emphasizes active experiences, the program's goals are dominated by performance behaviors. The ultimate goal of the Education Department is to provide students with experiences that are necessary in developing Master Teacher skills. To accomplish this objective, the Department plans specific behavioral outcomes as guidelines for the process of becoming and continuing to be a Master Teacher. The guidelines are designed to function within the framework of each student's personal philosophical goals for teaching. The primary outcomes considered necessary by the Department are listed and described in the following paragraphs.

I The student will identify the basic factors behind the operation of the school system and develop mechanisms for functioning within the structure.

The basic factors involve more than the organization of the school system. To identify factors the student must obtain information concerning values, responsibility, authority, conformity, etc., as perceived by the school system and the community. Identification is not limited to listing factors, but encompasses the why and the wherefore. When the factors and the reasons for their prominence have been intellectualized, the student must develop personal mechanisms for functioning within this environment. To function, the teacher must cope cognitively and affectively with a variety of educational problems. If these coping behaviors are developed as general mechanisms for operating within a school environment, the behaviors become personal skills appropriate for functioning in specific teaching situations.

II The student will structure and control classroom situations to provide for productive learning.

The terms "structure" and "control" are not to be defined in the colloquial sense. The "structure" is intended to imply a curricular plan for the classroom that can range from teacher centered to individualized instruction. Also, the word "structure" means that both the teacher's and students' objectives are to be planned for outcomes. The word "control" is not to be planned for outcomes. The word "control" is not to be confused with domination. The word "control"identifies the teacher as the responsible agent for insuring that each student has an opportunity to learn without outside interference. If structuring and controlling are accomplished, the minimum prerequisites necessary for productive learning have been met.

III The student will develop his personal style of relating to the pupils and shaping the curriculum.

Each student comes into the program with a relatively wide variety of experiences that have contributed to his development as a person. He has been free to limit or increase his social contacts, choose people that interest him, and reject people whom he dislikes. Behaviors such as these and their classroom implications must be explored. Thus every teacher must identify how he relates to the students and why the students perceive him the way they do. When these factors have been analyzed, plans should be formulated to enhance each teacher's personal style of relating to the students. To be a Master Teacher the student, must have a philosophy of education, operate consistent with this philosophy, and constantly test and revise his philosophy by interacting with the educational environment. If

this process is followed, the curriculum will constantly be shaped and developed by the teacher.

IV The student will evaluate his strengths and weaknesses as a teacher as well as his perceptions of himself as an educator.

To be continuously educated, a teacher must develop skill in identifying his verbal and non-verbal teaching patterns. Once identification has been made, the patterns must be analyzed in terms of their classroom implications. After analysis has been completed, a program to reinforce the effective patterns and phase out the ineffective ones must be formulated. The program should include both long and short term plans. In addition to the above procedure, the teacher should use student feedback, peers, and educational literature as resource information. If skill in using these procedures is developed, the teacher is preparing for his continuous education by using the process of self-evaluation. Also, since using the process of self-evaluation involves interacting with his total educational environment, he will obtain information about himself as an educator.

V The student will develop skills, attitudes, and acquire the information necessary to work with others in improving education.

Every Master Teacher must have an idea, model, or image of what the education process could become and the role that he should play in attempting to promote the vision. To develop in this direction, a student must acquire knowledge of trends, innovations, and new thinking. Then the student must experiment with new concepts of teaching and learning and must interact with peers to analyze the outcomes. To influence peers, a teacher

must develop human relation skills and attitudes. Without these skills, he has little hope of promoting his vision of the education process.

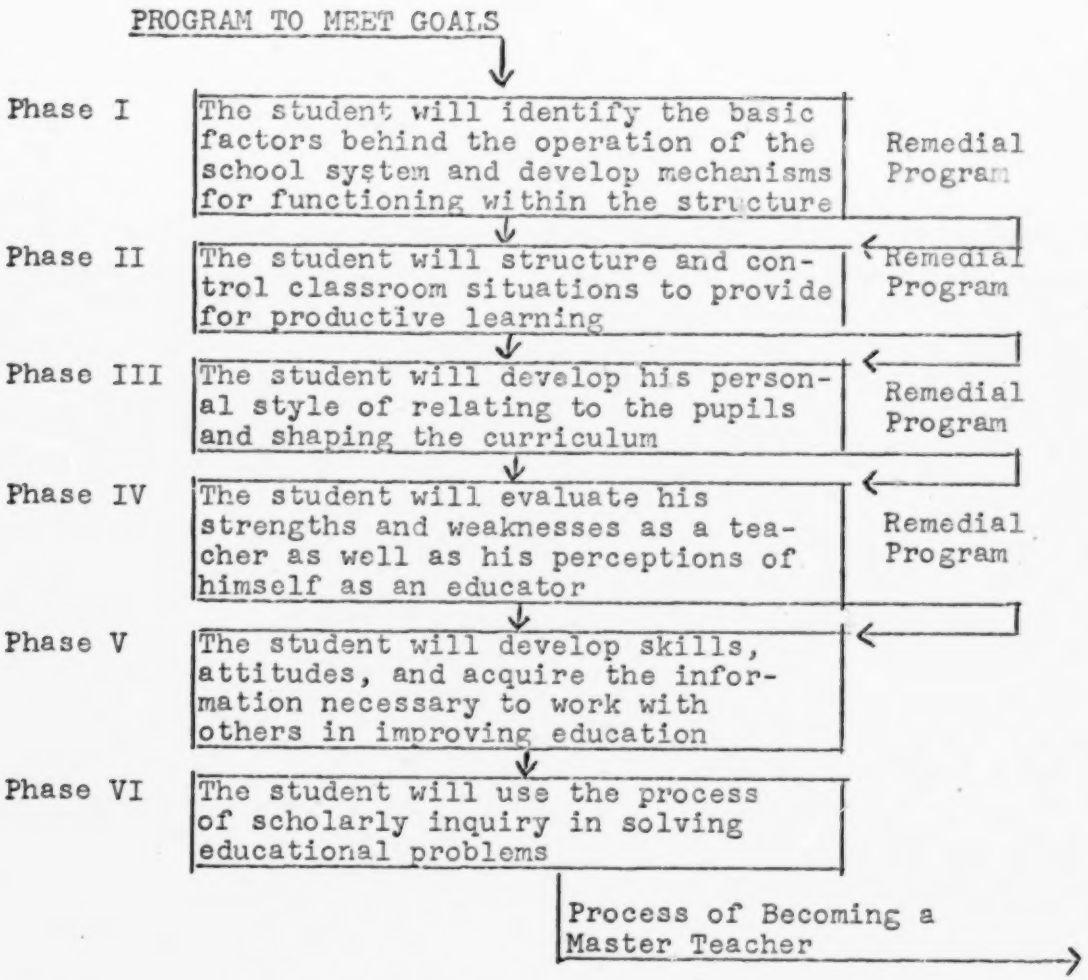
VI The student will use the process of scholarly inquiry in solving educational problems.

Although concerned with self-improvement, a Master Teacher is also interested in contributing to his profession's growth. Because research is the backbone of professional development, the student must gain skill in using the process of inquiry in exploring educational problems.

Accomplishment of these six outcomes must be documented by observation, written records, and video and audio tapes. The final evaluation form identifies the highest level of attainment that the student has consistently demonstrated in each of the six outcome areas.

PERFORMANCE MECHANISM

PRIOR EXPERIENCES


PROGRAM TO MEET GOALS
Phase I
The student will identify the basic factors behind the operation of the school system and develop mechanisms for functioning within the structure
Remedial Program
Phase II
The student will structure and control classroom situations to provide for productive learning
Remedial Program
Phase III
The student will develop his personal style of relating to the pupils and shaping the curriculum
Remedial Program
Phase IV
The student will evaluate his strengths and weaknesses as a teacher as well as his perceptions of himself as an educator
Remedial Program
Phase V
The student will develop skills, attitudes, and acquire the information necessary to work with others in improving education
Phase VI
The student will use the process of scholarly inquiry in solving educational problems
Process of Becoming a Master Teacher

Phase I

Objective

The student will identify the basic factors behind the operation of the school system and develop mechanisms for functioning within the structure.

Activities

Parts of the first week of the program are devoted to orienting the student to the school encironment and to the Teacher Preparation Program in general. To identify the basic factors, the students use this time for observation as well as for discussions with the administration, counselors, teachers, staff, pupils, and their Master Teachers. The topics range from dress codes and discipline to the philosophy of the school. The college supervisors, who are familiar with the school and community, interact with the students to give additional information about the teaching atmosphere. Also, seminars are held between the students and the college supervisors for the purpose of examining student concerns about the teaching situation and learning to cope with potential problems brought about by their concerns.

As part of the special methods experiences, the students discuss the explicit and implicit power structures that they have identified in their teaching areas. The information includes: what teacher cliques are found, as well as how and why they operate; what the members of the Department think about their subject areas and why; what effect the community has on how a teacher dresses, grades, and structures classes;

and who in the community wields the most influence in school matters. Also, in special methods the students discuss possible ways of operating with these factors. These activities are considered merely introductory. The main activity is the inter-action of the student with the educational environment as the program evolves. If this main activity is fruitful, coping behaviors will be developed as general mechanisms for operating within a school system. Because the program places all its students in one education center, much emotional support is gained by the students sharing their problems and concerns.

Evaluation

Special methods seminars usually range in size from two to six students for each College Supervisor. No seminars have ever been higher than an eight to one ratio. Because of this small ratio, the college supervisors can easily document how well the student has identified basic factors and intellectualized a scheme for operating effectively and efficiently with the factors. Special methods seminars meet at least twice a week in the education center.

Also, each student keeps a daily log of his reactions to teaching, education course work, and the school situation in general. The logs are confidential and are examined only by the college supervisors. In addition to providing a means for the student to reflect, analyze, and express his reactions, the logs provide the college supervisors with data as to how well the student is developing mechanisms for functioning within the structure. Logs are turned into the college supervisors

at least once every two weeks. The college supervisors are in the schools throughout the day and are available for conferences or informal discussions with students and Master Teachers.

If the student is having difficulty in meeting the objective of Phase I, the college supervisors in cooperation with the Master Teacher analyze the problems and develop a program for that individual.

Phase II

Objective

The student will structure and control classroom situations to provide for productive learning.

Activities

During the first week a student is placed with a Master Teacher. As soon as possible the student is involved with classroom activity. The type of activity can range from calling roll and giving out papers to actual teaching, depending upon arrangements made between the student and the Master Teacher. From these initial experiences, the student is expected to have full control of at least one class by the start of the third week. Intertwined with the teaching are the General and Special Methods experiences, which also start the first week. Areas explored in General Methods are further developed as applications in Special Methods. As the experiences evolve, areas such as planning, grading, and controlling are studied from a variety of perspectives. After the positive and negative implications of areas have been weighed, the student incorporates into his teaching those aspects that are most meaningful to him. The curriculum for the methods experiences are designed to include student initiated items. These items or problems are usually brought forth later in the semester, when the student becomes increasingly involved with classroom teaching.

Evaluation

The ability of the student to apply the learnings is the criterion of evaluation. To assess the student's ability to

structure and control the classroom situation and to assess the degree to which this is done, the program uses approximately three procedures. Primarily, the Master Teacher is consulted almost daily by a College supervisor to determine the amount of success the student is having in meeting the objective. Analysis by the College supervisor of the student's unit and daily plans provides additional information along with classroom observation and video tapes. The log and conferences between the student and College supervisors is the third source of documentation.

If the student is having difficulty in meeting the Phase II objective, at least one College supervisor visits the classroom and obtains data concerning the teaching. This data is analyzed in reference to the student's problem(s). Also, a class is video taped for group analysis by the Master Teacher, College supervisor, and student. From this data, the College supervisor, Master Teacher, and student devise a program for solving the problem(s) which inhibit meeting the objective.

Phase III

Objective

The student will develop his personal style of relating to the pupils and shaping the curriculum.

Activities

The main objective of the History and Philosophy program is for the student to identify and develop his personal philosophy of education. To accomplish this development, the student must explore various philosophies of education and their implications. He must also consider his perceptions of man, learning, and change while testing and interacting with the educational environment. The student's philosophy is developed through seminars, papers, and teaching experiences, as well as through a final defense of his personal philosophy, including an explanation of the implications of that philosophy and documentation that his teaching is consistent with his stated philosophy. Prior experiences not only influence one's philosophy and values, but also influence the manner in which a person relates to others. Because the teaching situation demands skills of working with a variety of types of individuals, students are encouraged to work with groups, serve as counselors, and take the Department's Teacher Aide Practicum course before entering the program.

As the student's philosophy evolves and his teaching experiences grow, he will alter his curriculum to make it consistent with his perceptions of what education should become. The special methods program in the student's teaching field should be included in a school's curriculum and the process

that should be used in teaching the courses. Conclusions stated in this paper must be consistent with the student's philosophy of education.

Evaluation

The History and Philosophy papers, as well as the special methods papers, provide data showing the extent to which a student has intellectualized how he should relate to his students and why. Also, the logs give additional information regarding the student's personal contacts with the pupils. The college supervisors react in writing to the logs and the papers. These reactions are usually of a "deveils advocate" nature, having the purpose of challenging the student to consider the implications of his thoughts and actions. The seminar styled experiences, which are structured as encounter situations where each student interacts with his peers and college instructors, provide more information about how well a student is developing his style of relating to others.

To evaluate the extent to which a student has operationally developed his personal style of relating to the pupils and is shaping the curriculum, the program used four procedures. Each student is video taped at least twice, each tape being analyzed by the College supervisors, Master Teacher, and student. The analysis session has as its purpose the diagnosing of teaching behaviors and their possible implications.

The College supervisors in cooperation with the Master Teachers record verbatim data from the student's class and compose a typescript. The typescript includes the physical layout of the room as well as interaction patterns that developed

during the class. The main function of the typescript is that it is used to analyze patterns of teaching behavior that contribute to the strengths and weaknesses of the class session. Once the patterns and their implications have been identified, a program to reinforce the strengths and phase out the weaknesses is developed between the College supervisor, Master Teacher, and student. A follow-up on this program and the video taping session provide the necessary information as to whether the student is progressing toward meeting the objective.

After the student has taught for six weeks, a diagnostic instrument of supervision is administered to him. This instrument, using pupil feedback, gives data concerning six areas of teaching behavior. When the data has been collated, a program is developed with the student to strengthen weak areas. The instrument is administered six week later to evaluate the student's progress.

Analysis of lesson plans and their resulting effect on the student's teaching is another criterion for evaluating the student's ability to shape the curriculum. Both the College supervisors and the Master Teachers are to see the plans. Comparisons of past plans with current ones can be used to measure the student's progress toward shaping and developing the curriculum.

If the student is having difficulty in meeting the Phase III objective, all of the above procedures are repeated, and a program is devised to eliminate the difficulty. In addition to these regular procedures, specific problems are isolated and special programs such as micro-teaching, simulation, role play, and perhaps personal counseling by outside personnel are used.

Phase IV

Objective

The student will evaluate his strengths and weaknesses as a teacher as well as his perceptions of himself as an educator.

Activities

To meet the above objective, the student must develop the skills that are necessary to perform successfully the process of self-evaluation. The skills are essentially similar to those used by his Master Teacher and College supervisor in working with students. In the General Methods seminar, experiences in supervision are provided. Supervision develops the skills of data taking, analysis of data for teaching patterns and their possible implications, conference techniques, and human relations skills. The students apply these skills in simulation, role play, and by audio and/or video taping their own classes. After taping his class, the student makes a typescript and identifies his teaching patterns within the framework of their possible implications. He then develops a program to reinforce his strengths and phase out his weaknesses. He also analyzes a video tape of his class for the purpose of identifying places in the lesson where alternative procedures may have been used and of identifying non-verbal behaviors. The nature of self-evaluation is to be explored in the General Methods seminar mainly through discussion and reaction to a paper written on the process and reference information from educational literature. The pupil feedback instrument is an additional resource to be used by the student in evaluating his teaching and his growth as an educator.

Evaluation

Since the nature of the log is one of self-evaluation of the student's progress toward becoming a Master Teacher, it is a vital tool in measuring how well he is performing this process. The reactions of the College supervisors to what is written in the logs help the student evaluate his learnings. In fact, the main role of the College instructors in the program is to promote self-evaluation process skills in the students.

The College supervisors and Master Teachers observe the process that the student goes through in analyzing the video tapes. After the analysis by the student, the supervisor and/or Master Teacher discuss the quality of the analysis with the student. Also, they diagnose how well the student has identified his teaching patterns and the extent to which he carries out his program of improvement.

Because the student has feedback from a variety of sources, he should be able to evaluate himself realistically as an educator. The General or Special Methods seminar requires such a paper of each student.

If the student is having difficulty in meeting the Phase IV objective, the College supervisors and Master Teacher work with the student to identify the problem areas that have inhibited the development of the self-evaluation process. If the problem areas involve poor skill development (e.g. teaching pattern analysis), a program is planned to remedy the weakness. If the problem areas involve failure to resolve actual and idealized perceptions of oneself as an educator and educational growth is therefore inhibited, a program is planned ranging from more extensive feedback to counseling.

Phase V

Objective

The student will develop skills and attitudes and will acquire the information necessary to work with others in improving education.

Activities

In the History and Philosophy of American Education program, the student must state in writing and defend in front of his peers his personal philosophy of education. Included in this philosophy is his image of what the educational process should become. This model is the result of information acquired from the literature and from actual experience. Most of the time the Education Seminar course, which has as its theme "Alternatives in Education", is led by one or two students who are not taking the teacher preparation program. These students are usually considered radicals in the perceptions of what the process of education should be. They introduce information and ideas that supplement and expand the readings of Teacher Preparation Students.

The supervision experiences of the General Methods seminar has a phase that develops human relations skills based upon an attitude of openness. Skills such as listening, maintaining the communication process, and questioning techniques are developed by simulation exercises and role playing. Each student works with at least one other student in a team situation for the purpose of supervision. Not only must he have the skills of teaching analysis, but he must be able to communicate and interact in conferences. The conferences require the use of human relations skills.

The special methods experiences require the student to explore alternative and innovative curricular approaches to his subject. As the student improves his teaching competencies he is expected to test new concepts of teaching and learning. The outcomes of the experimentation are to be communicated to the Master Teacher, other members of the Department, other teachers and the College supervisors.

The student has opportunities to develop human relation skills and attitudes in many informal settings within the school encironment. The faculty lounge, department meetings, and social functions all provide opportunties for the student to become an influencing agent for improving education as he perceives the need through his vision of the education process.

Evaluation

Analysis of the student's writings in History and Philosophy and Methods seminars indicates the degree to which he has developed and intellectualized his model of what the educational process should become. The student's progress in developing human relations skills and attitudes is analyzed when he participates in role play and in actual conferences with his peers, as well as when he communicates the outcomes of his experimental teaching. Follow up supervision sessions with peers (analyzed by College supervisors) establish whether a student has effected any changes in the teaching behavior of the student with whom he is working.

Phase VI

Objective

The student will use the process of scholarly inquiry in solving educational problems.

Activities

During the first week of the program the students are informed that they are required to write an educational research paper. The general nature of the type of research is explained with examples, and the students are given approximately seven weeks to identify a research problem and to plan the design for the experimental study. The students interact with their College supervisors in limiting the problem and in refining the design. Also, literature in educational research is made available. Once the project has been approved by the supervisor, the student performs the research and writes his report.

Evaluation

The quality of the research paper and the student's evaluation of his research technique are the main criteria for measuring to what degree the objective has been reached.

Evaluation

Evaluation is implied in each of the program objectives. It is based on the competencies which a student consistently demonstrates throughout his semester in the program. The student is required to document his achievement so that there can be no question about the attaining of the goals. A primary means of documentation is the journal in which each student records his progress. Achievement is also documented through papers submitted, video and audio tapes, and personal conferences. At the end of the semester the highest level of consistent operation in each of the competencies is recorded on the form which follows:

Evaluation of_____

THE WHEELING COLLEGE TEACHER PREPARATION PROGRAM

The Wheeling College Teacher Preparation Program is performance oriented. The program, which intertwines course work with teaching for a full semester in a secondary school, incorporates six competency levels necessary for becoming a master teacher. A beginning teacher must complete the first two competency levels to be recommended. A student achieving all six competencies to the high degree indicated by the behaviors listed below would have the outstanding qualities of a master teacher. Following is a list of the competencies and behavior which indicate mastery of the competency. They are arranged from low to high. The check mark indicates the highest level behavior the student has consistently exhibited. (Because the competencies and behaviors are briefly stated, we shall be happy to submit a more detailed explanation upon request.)

I The student developed mechanisms for understanding and coping with the school environment.

____student identifies rules for pupils and teachers
____student identifies persons and their functions
____student identifies explicit power structures
____student identifies implicit power structures
____student works effectively within the school environment

II The student developed skills for structuring and controlling the classroom.

A. Structuring
____student plans for classes
____student's plans contain behavioral objectives and appropriate procedures and evaluation
____student plans for more than content level goals

B. Controlling
____student intellectualizes a scheme for control
____student delineates pupil behavior into problem and non-problem according to learning theory and his philosophy of education
____student applies appropriate controls of problem behavior based upon his personal philosophy of education and learning theory

III The student developed his style of relating to the pupils and shaped the curriculum consistent with his philosophy.

____student uses the content and method of an established teaching model
____student exhibits congruence between his behavior as a person and a teacher
____student operates consistent with his philosophy of education
____student uses pupil reactions to modify or reinforce his objectives and procedures

____student applies a self-made curriculum plan which necessitates synthesis from sources other than a text and existing curriculum plans

IV The student developed self-evaluation skills.

____student makes general statements about his teaching behavior
____student identifies personal teaching problems by using information from a variety of sources
____student establishes goals for a changed teaching behavior
____student plans and executes a program for accomplishing the goals
____student tests and evaluates the results of the changed behavior

V The student developed change agent skills

____identifies and evaluates trends and new thinking in education
____student experiments with alternative curricular approaches
____student develops an intellectualized model of what the education should become
____student employs effective human relation skills in executing the strategies for change
____student effects changes in a peers behavior

VI The student developed scholarly research skills

____student identifies teaching learning problems
____student forms hypotheses concerning the problem
____student develops an appropriate experimental design to test hypotheses
____student employs appropriate tests and statistics to analyze the results of the experiment
____student indicates plans for implementing the results in future teaching

Contribution To Teacher Education

The greatest contribution that the Wheeling College program for teacher education makes to the profession is to provide a model that frees college departments from theoretical speculation and provides them with the opportunity to unite theory and practice in a real situation. Because of its "person" oriented nature, the model gives to the profession members who know their strengths and weaknesses and who have a clear set of goals as well as a knowledge of the mechanisms by which to reach them. The performance criteria establishes for the profession a set of competencies against which teacher development may be measured. Any teacher may be judged by these criteria, which are specific enough to be measurable, yet they do not restrict one from developing his own style or philosophy. More specifically the program contributes to the profession by:

1. Insuring that each student makes operational a philosophy of education and a theory of learning.
2. Providing each student with guidelines of what competencies he must work toward in order to become a Master Teacher after leaving the program.
3. Providing teachers with guidelines of what they must continually do to operate as Master Teachers.
4. Preparing teachers who are open to working cooperatively with other teachers in classroom situations.
5. Preparing teachers to operate in a wide variety of schools.
6. Screening carefully and objectively candidates for entrance to the profession and rejecting those who are not operating at a high level of competence, while at the same time identifying for the unsuccessful candidate what competencies must be developed before he will be admitted to the profession.
7. Providing the profession with an accurate description of competencies of the beginning teacher so that schools may better choose teachers to fit their situations.

8. Providing secondary schools with college consultants for an entire semester.

9. Establishing mechanisms for holding the College accountable for their graduates' initial competencies.

Personnel and Budget

Personnel	Budget
Faculty Members (2) Full Time	$ 22,610
Secretary (1) Full Time except for Summer	4,278
Operating Costs	2,915
Total	$ 29,795

ED 074043

Supporting Documents

Annotation

A Brochure

This brochure was developed to illustrate the program for prospective students and others interested in education. It is included in supporting documents to show how we present ourselves to interested but initiated people.

B. "Design of a Secondary Teacher Training Program for Wheeling College"

This paper was the initial statement of the Wheeling College Teacher Training Program. It is included to provide a picture of our starting point.

C "Student Teaching at Wheeling College"

This paper was given to students and Master Teachers to explain our program in its first years. It is a companion to the first program and is included to illustrate our initial concerns.

D "Secondary Teacher Preparation at Wheeling College: A Model Based Upon Performance and Partnership"

This is the statement of the program as it evolved to a second step. It was prepared in this form to be presented to the Association of Jesuit Colleges and Universities at their 1971 meeting in Chicago. It is included to show our intermediate position in the development of the program. This paper was given to students and Master Teachers to explain our program. It is supplanted by the description included in the application.

E Function of Principal in a School used as an Education Center

This paper was written to describe the manner in which a principal can use the education center to improve his school. It is included to illustrate our thinking about Partnership.

SP 006 242

F Student Reaction to Education Semester

This paper was written by a student in the program this semester. It is included to illustrate explicitly the working of the program on one student.

"Student Log Book"

This is the journal of a student in the program this semester. Logs are a primary source of document action

of attainment of the competencies. It is included to illustrate how competencies are documented and how the instructors interact to help students develop.

Student Packet

This packet contains papers and materials the student use during the semester. This includes the syllabi for all of the seminars, as well as exercises and papers. It is included to show the kinds of information which the student works with. The packet includes:

1. Description of the program
2. Performance Evaluation Sheet
3. Syllabi for Seminars
4. Planning materials (Behavioral Objectives, Taxonomy, and Process Goals)
5. Supervision Materials (Typescripts, Patterns, Self-evaluation, Conference Manual, Post Conference evaluation
6. Student Feedback Instrument (Report to the teacher)
7. Memo to Students on Job Application Procedures

ED 074043

DESIGN OF A SECONDARY TEACHER TRAINING PROGRAM FOR WHEELING COLLEGE

Carson Bryan

1968

SP006 242

PREFACE

The design of this program is consistent with the requirements of the state of West Virginia and the resources of Wheeling College. The intent is to make it the most effective program possible within this frame work. Wheeling College is just entering the field of teacher training and the program is to be operational during the 1968-69 school year. Its design was aided by research, interaction with personnel from area schools and Wheeling College, and especially faculty, friends and experiences provided by the University of Pittsburgh.

The design is based upon partnership and a professional continuum. The partnership involves cooperation between the Education Department and the Academic Disciplines during the preservice phase and cooperation between Wheeling College and area schools during the inservice phase. The latter phase involves the establishment of Cooperating Teacher Centers. The professional continuum starts with prescribed experiences when the student chooses to enter the field of teacher training. During the pre and inservice phases, skills and competencies are developed to enable the student to continually grow in the profession.

The future structure of the program may be affected by investigations currently being made by the College. Meetings are to be held between the College and the University of Detroit as to the feasibility of offering an M.A.T. degree at Wheeling College. This could open the door to the possibility of a five-year program. Meetings are also being held with area private colleges and a possible consortium in education could result.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION.....	1 - 5
II	ORGANIZATION OF ACADEMIC COURSES.....	6 - 11
III	PROFESSIONAL EDUCATION PROGRAM.....	12 - 14
	A. Preservice Phase.....	14 - 30
	B. Inservice Phase.....	31 - 43

CHAPTER I

INTRODUCTION

Wheeling College is a privately supported, co-educational, four year college of liberal arts and sciences. Its sixty acre campus is located in Wheeling, West Virginia. The college was founded in 1954 and is operated by the Society of Jesus (Jesuits). Its campus consists of eleven building and its enrollment is in excess of 800 students. Most of these students live on campus and come from about thirty states. Approximately 60% of the student body are men. The Jesuits comprise approximately 60% of the faculty. Almost half of the total faculty have earned the Doctorate degree. The community (Ohio County) has a population of 73,000. The City of Wheeling accounts for 55,000 of the 73,000 inhabitants. Population projections for the county based upon two Master Plan studies indicate about the same population for 1970 with an increase of only about 6,000 by 1980. Residence of the County are on the average older, better educated, and have higher family income than West Virginians as a whole. While Ohio Countians are better educated than West Virginians on the average, they are not as well educated as Americans generally.

The two West Virginia counties adjacent to Ohio County are building consolidated schools. Ohio County has twice defeated bond issues for a consolidated high school. Yet, Ohio County spends more dollars per pupil than any county in the state of West Virginia. Education problems involving disadvantaged race groups are minor. Wheeling, for example, has slightly more than a 3% Negro population.

Within the area there are three 4-year colleges in addition to Wheeling. They are Steubenville, Bethany and West Liberty State. Bethany and West Liberty are in the immediate area. One of the concerns in the development of the Teacher Training program for Wheeling College is the effect that the College's entrance into the training of teachers will have upon these institutions. West Liberty places student teachers in schools that encompass mainly four panhandle counties in West Virginia and one county in eastern Ohio. Bethany College places student teachers in schools as far away as Bethel Park, Pennsylvania. There are a limited number of teachers designated by local school systems as being capable of handling student teachers. The largest public school in Wheeling has only 8 out of 41 teachers so designated. The problem is a lack of experienced teachers due to a large number leaving the State. In fact, a local school superintendent stated that the only teachers that came into his school system from outside the state of West Virginia were women who came into the area with their husbands. Due to the difficulty of teacher recruitment, a County School Superintendent informed me that he would give preference to West Liberty College in the placement of Student Teachers since most of their new teachers come from this College. They cite Bethany College as an example of an institution that trains most of their students for other states. Wheeling College at the present time is in a similar situation as Bethany. Most of the students are from other states and intend to go back to their home states to teach. In order to compensate for this situation, it is necessary for Wheeling College to develop a Teacher Training Program that will

be of service to the area. The program must not only be of service to the community, but it must be the most effective program for the training of teachers that is possible within the resources of Wheeling College.

In order to achieve the goal of service to the community, the college proposes a partnership in the field of teacher training. This partnership between Wheeling College and area schools is to take the form of Cooperative Teaching Centers. These Centers are schools that provide inservice training of the College's student teachers. The Center differs from most schools that provide for student teachers in the following manner:

(A) Cooperating teachers are specially trained in supervision by the college.
(B) All of the college's student teachers are in the Center or another school also serving as a Center (This is in contrast to the "farming out" of student teachers to many schools.)
(C) Some college supervisors are always present in the Center.
(D) The college supervisors are to stimulate change within the school by bringing in current research and operationally showing its effect on curriculum. This is to be done in coordination with the administration. The approach is considered effective because the college supervisors are from outside the system and are non-threatening since they are in no way connected with regular teacher evaluation.
(E) The college supervisors, in their relationship to cooperating teachers, bring about the continuous education of these teachers. In addition to the reasons stated in (D), this partnership gives the teacher the opportunity to not only "know" what is new in the field, but "how" it can be used effectively.

It is hoped that these centers will provide the schools and the college with a common meeting ground where they can share in the advancement of education in the community. It is also hoped that instructional improvement and research development become realistic benefits of this program. The program provides promise that the quality of

teaching at all levels (both in the schools and in the college) may become improved by combining the resources of both.

Our College Supervisors that have had special training in Curriculum and Supervision are to be the liaison between the school and the College. Their skills are to be at the disposal of both. The skills are to be used by the College during the pre-student teaching phase and by the schools during the in-service phase of the program. These Supervisor's can be used as resource people by the schools in the development of new programs. They can also use the College's Supervisor's skills in analysis techniques and in experimental activities. The analysis technique can be used for continuous teacher education and the experimental skills can be used for research that is desirable by the schools. Wheeling College feels that where a commitment to improve education is made, a partnership can best carry out that improvement. In order to insure a true partnership, the participants would jointly operate the program in a Cooperating Teacher Center since both College and school personnel are to be considered as learners. The College is choosing the Teacher Training Program as one of its means to aid the schools of the community because in student teaching College and school come in direct contact with each other. Bridging the gap between the "intellectualism" of the college and the "realistic" situation of the schools is a major goal of this program. In this relationship the teachers and other members of the school system's staff can be kept in contact with a steady supply of new ideas in education. The College can test the ideas in actual situations and attempt to diagnose and work with variables that are present in the classroom. The College does not intend to force any ideas and programs

upon the schools. The College's purpose is to present ideas and programs so that the schools may be aware of them and adopt them at their discretion. These statements that are being made concerning the schools, also apply to the individual teachers cooperating with the college in these programs. Since communication is an important factor in the success or failure of a Cooperating Teacher Center, a college supervisor is to be present in the Center at all times. He is to be willing to talk with supervisors, teachers, principals, and any interested parties. We recognize that to develop a program of this nature requires effective interaction between the schools and the College. We hope that the imaginative abilities of the schools and the College will nourish an effective partnership.

ORGANIZATION OF ACADEMIC COURSES FOR TEACHER TRAINING

CHAPTER II

Wheeling College confers A.B. and B.S. degrees in twelve areas. They are Accounting, Biology, Chemistry, Economics, English, History, Mathematics, Philosophy, Physics, Political Science, Psychology, and Sociology. In order to meet the requirements for certification from most states and the state of West Virginia, the following steps were taken:

ACCOUNTING

At the present time Wheeling College is in no position to offer "Business Education" or "Secretarial Studies" as a field for certification. Approximately 6 to 9 hours of Accounting are needed for this field. There are no teaching fields solely for accounting on the secondary level. This department is not involved in teacher training.

BIOLOGY

Most states offer a single teaching field in this subject. The academic training in this department is more than adequate to meet the requirements of most states. Due to the sequential nature of the revised Biology program, however, no students from that department will be free to take the professional education program for the next two years (1969-70, 1970-71). After that time, there will be no conflicts. Certification in West Virginia presents some problems. The state has no single field certificate for Biology. In order to meet state requirements, a Biology major must have a second teaching field. The only feasible second area for these majors is Mathematics. A student having 12 hours of mathematics can receive certification for teaching

math in grades 7 thru 9. It is possible for this major to receive a comprehensive certificate in Biological and General Science. This requires 8 hours of Chemistry, 8 hours of Physics, 3 hours of Geology, and 3 hours of Astronomy in addition to the Biology. It is doubtful that a student could fit these courses into his schedule without attending summer school.

CHEMISTRY

Most states offer a single teaching field in this subject. The academic training in this department is more than adequate to meet the requirements of most states. At the present time, Chemistry majors (Not A.C.S. Chemistry majors) will be able to take the professional education program. They must, however, be free for an hour seminar one afternoon a week. They must also find time during the professional education program to work on Chemistry research and their Thesis. Due to these academic pressures, it is going to be difficult for Chemistry to particiapte in this program and they can do so only during the spring semester. Certification in the state of West Virginia present the same problems for Chemistry as the above Biology. A Chemistry major must have a second teaching field. The only feasible second area for these majors is Mathematics. A student having 12 hours of math can receive certification for teaching math in grades 7 thru 9. It is possible for this major to receive a comprehensive certificate in Chemistry and General Science. This requires 8 hours of Biology, 8 hours of Physics, 3 hours of Geology, and 3 hours of Astronomy in addition to the Chemistry. It is doubtful that a student could fit these courses into his schedule without attending summer school.

ECONOMICS

Most states do not have a single teaching field in Economics. This subject is usually a part of the Social Studies field. (See History for Social Studies requirements). This area usually requires approximately 6 hours of the subject. Until states indicate this as a single teaching field and cooperating teachers become available, the College will train only students who can qualify for a Social Studies certificate.

ENGLISH

Most states offer single teaching fields in English. The academic training in this department is more than adequate to meet the requirements of most states. The department has arranged to have their seminar offered both semesters to enable their students to participate in the professional education program. Certification in the state of West Virginia presents problems. An English major must have another teaching field. The feasible choices for certification 7 thru 9 are math (12 hours), Social Studies (24 hours), or Foreign Language (24 hours). Summer school may be necessary for most to complete the requirements for this second area. The state offers comprehensive certification in Language Arts which does not require a second field. Wheeling College would have to add 15 hours of Speech and 5 hours of Journalism to the curriculum to provide for this field.

HISTORY

Most states offer a single teaching field in History and Government. The majority of work is required in History. The academic offerings of the History and Political Science departments are more than adequate to meet the requirements of most states. Students tak-

ing the Professional education program in the spring must be free to take a one-hour seminar. If the student takes the course History 190 "Readings in History", he does not have to attend the seminar. The state of West Virginia has no certification in this area. Students interested in West Virginia certification must meet the state's requirement for Social Studies. This involves 24 hours of History, 6 hours of Government, 6 hours of Economics, 6 hours of Sociology, and 6 hours of Geography.

MATHEMATICS

Most states offer a single teaching field in math. The academic offerings of this department are more than adequate to meet the requirements of most states. At the present time this department is changing its curriculum. If the proposed change takes place, students of this department will be able to take the professional education semester (only during the spring, however). The curricular offerings in math meet the state of West Virginia requirements for a comprehensive 7 thru 12 certificate.

PHILOSOPHY

This is not a teaching field for secondary public schools.

PHYSICS

Most states offer this as a single teaching field. The academic offerings of this department are more than adequate to meet the requirements of most states. At the time of this writing, it is not known whether schedule conflicts would prevent Physics majors from entering the professional education program. Certification in the state of West Virginia involves the same situation as those in Biology and Chemistry. Twelve hours of math are needed for a second field

(7 thru 9). A comprehensive Physics General Science certificate involves 8 hours of Chemistry, 8 hours of Biology, 3 hours of Astronomy, and 3 hours of Geology in addition to the Physics.

POLITICAL SCIENCE

Most states do not have a single teaching field in Government. This subject is usually part of the History teaching field or the field of Social Studies. (See History for Social Studies requirements). These areas usually require 6 hours of Government. Until states indicate this as a single teaching field and cooperating teachers become available, the college will train only students who can qualify for a Social Studies certificate.

PSYCHOLOGY

This is rarely, if ever, a teaching field for secondary public schools.

SOCIOLOGY

Most states do not have a single teaching field in this area. Sociology is usually part of the field of Social Studies. (See History for Social Studies requirements). This usually requires 6 hours of the subject. Until states indicate this as a single teaching field and cooperating teachers become available, the college will train only students who can qualify for a Social Studies certificate.

N.B. The above information indicates two areas of weakness in course offerings for certification. The areas are science and social studies. Following is a list of recommendations for Wheeling College to alleviate the situation:

SCIENCE

Provide a program that would enable a science student who is interested in teaching, but not in any of the above science programs to pursue a major in Biology-General Science, Chemistry-General Science,

or Physics-General Science. This would require a student to take 24 hours of either Biology, Chemistry, or Physics and 8 hours of the other two subjects. In addition to this, the student must take 3 hours of Astronomy and 3 hours of Geology. One possible arrangement could be:

Freshman Year - General Chemistry (8) Astronomy & Geology (6)
Sophomore Year - Organic Chemistry (8) Biology (8)
Junior Year - Analytical Chemistry (8) Physics (8)

A student would take a minimum of 46 hours of science. The 24 hours in Biology, Chemistry, or Physics is also enough for single field certification in many states such as Ohio and Pennsylvania.

SOCIAL STUDIES

Provide a program that would enable a student interested in teaching Social Studies courses to pursue a major in that area. This would require 24 hours of History, 6 hours of Political Science, 6 hours of Economics, 6 hours of Sociology, and 6 hours of Geography. As a Social Studies major the student would take a minimum of 48 hours. The student also has enough hours of History and Government to be certified in this as a single teaching field in most states.

CHAPTER III

PROFESSIONAL EDUCATION PROGRAM

During Freshmen orientation the students are to be given a form to be filled out to indicate if they are intending to enter the teacher preparation program. This in no way binds the student or disqualifies someone from entering the program later in his college career. The purpose is to aid an advisor in developing a program of studies.

During the spring of the Sophomore year students may apply for admission to the program. They are to have a minimum of 2.00 average. At this time students are to prepare a proposed course of study which must meet the requirements for graduation and certification. This program is to be signed by the Education Department chairman, the major department chairman, and the student, each receiving a copy. A biographical sketch must be presented by the student along with a statement as to whether he intends to be certified for West Virginia. A recommendation from his faculty advisor will complete his application. This material will then be evaluated by the Education Program Committee.

During the spring of Junior year the student is to apply for student teaching and admission to the Education Semester for his senior year. In order to qualify the student must have by the end of his Junior year a minimum total average of 2.00; a minimum average in his teaching field of 2.00; three hours of General or Child Psychology; a completed form (provided by the Education Department) in-

dicating observations and analysis of five complete class days in a public school; recommendation from his department chairman. The application is submitted to the Education Program Committee which checks on the scholarship, emotional and physical maturity, and personality of the candidate. They may approve, approve under certain conditions, or reject candidates.

EDUCATION SEMESTER

During either the fall or the spring of Senior year, an approved candidate enters the Education Semester. This semester is divided into the preservice phase (7 weeks) and the inservice phase (8 weeks).

Upon entering the preservice phase, the student is to take the following courses: (N.B. Courses meet twice the regular number of hours since they are in duration only 7 weeks).

Education 51 is General Methods and Curriculum. This class meets for one hour four days a week and carries 2 hours credit.

The student is to take one of the special methods courses. Either Education 52 (English Methods) or Education 53 (Social Studies Methods) or Education 54 (Math Methods) or Education 55 (Science Methods) is to be taken. These classes meet for an hour four days a week and carry 2 hours credit.

Education 121, History and Philosophy of American Education and Education 131, Educational Psychology are to be taken by all students. The courses meet for 1 hour four days a week and for 2 hours on a fifth day. They each carry 3 hours credit.

During the 7 week preservice phase, the student will be carrying the equivalent of a 20 hour load. At the end of this phase, the stu-

dent will receive 10 hours credit in the field of Professional Education.

The second 8 weeks of the semester is devoted to the inservice phase of the Education Semester. All students are to enter a local public school serving as a Cooperating Teacher Center. They are to spend the entire day at the school. During this time the students are enrolled in Education 71, Student Teaching which carries 6 hours credit and Education 72, Student Teaching Seminar which carries 2 hours credit giving a total of 8 hours for the inservice phase.

Upon completion of the Education Semester, the student will receive 18 hours of Professional Education. The three hours of Psychology from Junior year gives a total of 21 hours in education.

CERTIFICATION

Prior to graduation the student must have completed or be completing the following:

a) Successful Education Semester
b) National Teacher Exam (Arrangements made by the Education Department)
c) College's requirements for graduation
d) Favorable recommendations from the department of his or her major, from the supervisory teacher and principal, Director of Student Teaching

The student must then prepare an application for certification in the state where he expects to teach. Upon successful completion of the above, the Chairman of the Department of Education issues the College's recommendation for licensure.

A. PRESERVICE PHASE

The preservice phase is designed to be the start of a continuum

of processes in professional education that will not terminate until the individual leaves or retires from the profession. Partnership between the Education Department and the academic disciplines wherever possible is to be an important aspect of the preservice program. The courses taught during this phase are inter-related and are not taught as discrete areas.

In order to clarify "how" the courses are to be inter-related during the preservice phase, a brief explanation is given.

The staffing of the courses is done in such a manner as to engage the Education Department with the academic disciplines as much as possible. At present the courses History of American Education and Philosophy of Education are to be team taught by members of the Education Department. As soon as teaching loads permit, there is to be a team composed of a member of the History Department and a member of the Education Department responsible for the course. Until this situation develops, members of the History Department are to be used as resource people for this course.

The course General Methods and Curriculum is to be team taught by the members of the Education Department. This course is to remain as the sole responsibility of this department.

The Special Methods courses are to be team taught between members of the respective academic departments (English, Social Studies, Math, and Science) and a member of the Education Department who has training and experience in that area on the secondary level. Members of the academic disciplines are also to serve as resource people for these courses.

This partnership for the preservice program is designed to make the most effective use of the faculty of Wheeling College. It is hoped that the partnership will provide a common meeting ground for communication of ideas, methods, research, and understanding between the departments. All students of Wheeling College should benefit by this interaction. Following is a list of course descriptions that should enable the reader to better understand the offerings and interrelatedness of the preservice program. (N.B. As the program develops during the 1968-69 school year, evaluation and needed modification is to take place.)

Course No. ED 51

Title General Methods and Curriculum

Semester Hours 2

Prerequisites (if any) student must be taking the education semester

Department offering the course Education

Objective:

Students are to develop a personal philosophy of teaching.

Students are to develop an operational understanding of the pupil as a learner by seeking answers to the following questions: (A) How does one learn? (B) What should one learn? (C) Why should one learn? (D) Who should learn? (E) How much should one learn?

Students are to consider instructional objectives in a behavioral frame of reference.

Students are to distinguish between content and process goals.

Students are to gain skill in individualizing instruction and in unit development and evaluation.

Students are to gain skill in incorporating unifying themes in self-developed curricula.

Students are to examine and experiment with the effective use of media.

Students are to gain skill in planning and carrying out teaching through simulation.

Course Outline:

I Group Processes
- a) Human Relations
- b) Sensitivity for an individuals dignity and worth
- c) Group dynamics

II Introduction to Teaching
- a) Development and Application of an Individual's Philosophy of Education
- b) Processes and Content Goals in Education
- c) Self-initiated learning
- d) Divergent Thinking
- e) Incidental Learnings

III Teaching Strategies
- a) Lecture
- b) Group Discussion
- c) Role play
- d) Didactic Approach
- e) Inductive and Discovery Approach
- f) Deductive Approach
- g) Non-Directive Approach
- h) Socratic Approach
- i) Team Teaching

IV Planning
- a) Developing a Unit for a Group
  1. Selecting Process and content Objectives
  2. Structuring the Unit
  3. Evaluation of the Success of the Objectives
- b) Developing a Unit for Individualized Instruction
  1. Selecting Process and Content Objectives
  2. Structuring the Unit
  3. Evaluating Success in Individualized Instruction
- c) Developing a Daily Lesson Plan
  1. Behavioral Objectives
  2. Procedures
  3. Evaluation

V Testing and Evaluation of Pupil Progress
- a) Use of "Pre" and "Post" Test
- b) Criteria for Objective Test
- c) Criteria for Essay Test
- d) Current Research in Evaluation
- e) Criteria for Homework

VI Discipline
- a) Nature of a Discipline Problem
- b) Sequence of Steps in Elimination of Discipline Problem

VII Media for Effective Teaching
- a) Rationale and Use of Films
- b) Rationale and Use of Projectors
- c) Rationale and Use of Television
- d) Rationale and Use of Video Tape Unit and Audio Tape Unit
- e) Other Media in Teaching
- f) Literature on Media

VIII Introduction to Supervision
- a) Identifying Teaching Patterns
- b) Analysis of Teaching Patterns
- c) Strategies for a Conference

IX Evolution into Student Teaching
- a) Physical Plant of Education Center
- b) Staff Relationships

c) Administration
d) Socio-Economic Background of Pupils
e) Total School Organization
f) Co-Curricular activities
g) Need and Means of Professional Growth

Development of a Log

This is to be started at the beginning of the education semester and turned in periodically throughout entire program. It is to be a chronological account of successes, failures, problems, solutions as well as samples of work such as Units and Lesson Plans. All logs are to be confidential between the student and the Director of Student Teaching.

Course No. ED 52

Title English Methods

Semester Hours 2

Prerequisites (if any) acceptance into Education semester and 2/3 of major field course work

Department offering the course Education

Objective:

The objectives found in the General Methods course are to be specifically applied to Special Methods of English.

Course Outline: (All simulation is presented before members of the Special Methods in English class and consequent group evaluation takes place under the direction of the instructor)

I Introduction to Teaching English
- a) Analysis of the Philosophies of English Education
- b) Current Research in English Education
- c) Directions and Trends in English Education

II Simulation of Teaching Strategies in English
- a) Lecturing in English
- b) Role Play in English Teaching
- c) Group Discussion and the Use of Inductive, Non-Directive and Socratic methods
- d) Team Teaching

III Planning
- a) Developing an English Unit (each student is to develop the Unit in a particular area such as literature or composition) for a group
- b) Developing an English Unit (again in a particular area) for Individualized Instruction
- c) Developing Daily Lesson Plans in English

IV Testing and Evaluation in English
(Same outline as General Methods except specifically applied to particular area)

V Simulation of the Use of Media in English Teaching Literature and effective use of:
- a) Films
- b) Projectors
- c) Television
- d) Video Tape Unit and Audio Tape Unit
- e) Other Media Used in English

VI Providing Additional English Experiences
a) Rationale and Use of Guest Lecturers
b) Rationale and Use of English Projects
c) Rationale and Use of English Clubs

VII Evolution into Student Teaching
a) Physical Facilities for Teaching English in the Education Center
b) Staff Relationships in English in the Education Center
c) English Program in the Education Center
d) Particular Area Curriculum in the Education Center

Course No. ED 53

Title Social Studies Method

Semester Hours 2

Prerequisites (if any) acceptance into Education Semester and 2/3 of major field course work

Department offering the course Education

Objective:

The objectives found in the General Methods course are to be specifically applied to Special Methods of Social Studies.

Course Outline: (All simulation is presented before members of the special Methods in Social Studies class and consequent group evaluation takes place under the direction of the instructor)

I Introduction to Teaching Social Studies
- a) Analysis of Philosophies of Social Studies Education
- b) Current Research in Social Studies Education
- c) Directions and Trends in Social Studies Education
- d) Search for Values in Social Studies Education

II Simulation of Teaching Strategies in Social Studies (Done in Particular area or areas that are to be student taught)
- a) Lecturing in Social Studies
- b) Role Play in Social Studies Teaching
- c) Group Discussion and the Use of Discovery, Deductive, Non-Directive, Socratic, and the "Fenton" method
- d) Team Teaching

III Planning
- a) Developing a Social Studies Unit (each student is to develop the Unit in a particular area) for a group
- b) Developing a Social Studies Unit (again in a particular area) for individualized instruction
- c) Developing Daily Lesson Plans in Social Studies

IV Testing and Evaluation Social Studies
(Same outline as General Methods except specifically applied to particular teaching area)

V Simulation of the Use of Media in Social Studies Teaching Literature and effective use of:
- a) Films
- b) Projectors
- c) Television
- d) Video Tape Unit and Audio Tape Unit
- e) Other Med ia used in Social Studies

VI Providing Additional Social Studies Experiences
- a) Rationale and Use of Field Trips
- b) Rationale and Use of Community Resources
- c) Rationale and Use of Social Studies Clubs
- d) Rationale and Use of Social Studies Projects
- e) Rationale and Use of Guest Lecturers

VII Evolution into Student Teaching
- a) Physical Facilities for Teaching Social Studies in the Education Center
- b) Social Studies Staff Relationships in the Education Center
- c) Social Studies Program in the Education Center
- d) Particular Area Curriculum in the Education Center

Course No. ED 54

Title Math Methods

Semester Hours 2

Prerequisites (if any) acceptance into Education Semester and 2/3 of major field course work

Department offering the course Education

Objective:

The objectives found in the General Methods course and to be specifically applied to Special Methods of Math.

Course Outline: (All simulation is presented before members of the Special Methods in Math class and consequent group evaluation takes place under the direction of the instructor)

I Introduction to Teaching Math
- a) Analysis of Philosophies of Math Education
- b) Current Research in Math Education
- c) Conventional Math
- d) Modern Math

II Simulation of Teaching Strategies in Math (Done in Particular area or areas that are to be student taught)
- a) Lecturing in Math
- b) Role Play in Math Teaching
- c) Group Discussion and the Use of Discovery and other appropriate methods found in General Methods
- d) Problem Solving In Math
- e) Team Teaching

III Planning
- a) Developing a Math Unit (each student is to develop the Unit in a particular area such as algebra or geometry) for a group
- b) Developing a Math Unit (again in a particular area) for individualized instruction
- c) Developing Daily Lesson Plans in Math

IV Testing and Evaluation in Math
(Same outline as General Methods except specifically applied to a particular area)

V Simulation of the Use of Media in Math Teaching Literature and effective use of:
- a) Films
- b) Projectors

c) Television
d) Video Tape Unit and Audio Tape Unit
e) Other Media and Materials used in Math

VI Providing Additional Math Experiences
a) Rationale and Use of Guest Lecturers
b) Rationale and Use of Math Projects
c) Rationale and Use of Math Clubs
d) Rationale and Use of Field Trips

VII Evolution into Student Teaching
a) Physical Facilities for Teaching Math in Education Center
b) Staff Relationships in Math in the Education Center
c) Math Program in Education Center
d) Particular Area Curriculum in Education Center

Course No. ED 55

Title Science Methods

Semester Hours 2

Prerequisites (if any) acceptance into Education Semester and 2/3 of major field course work

Department offering the course Education

Objective:

The objectives found in the General Methods course are to be specifically applied to Special Methods of Science

Course Outline: (All simulation is presented before members of the Special Methods in Science class and consequent group evaluation takes place under the direction of the instructor)

I Introduction Teaching Science
- a) Analysis of Philosophies of Science Education
- b) Current Research in Science Education
- c) Direction and Trends in Science Education

II Simulation of Teaching Strategies in Science (Done in Particular area or areas that are to be student taught)
- a) Lecturing in Science
- b) Role Play in Science Teaching
- c) Group Discussion and the Use of Discovery, Deductive, Non-Directive, Socratic, and Experimental Approaches in Teaching Science
- d) Team Teaching

III Planning
- a) Developing a Science Unit (each student is to develop the Unit in his particular area such as chemistry or physics) for a group
- b) Developing a Science Unit (again in a particular area) for Individualized Instruction
- c) Developing Daily Lesson Plans in Science

IV Simulation of Laboratory Experiences
- a) Providing Group Laboratory Experiences
- b) Individualizing Laboratory Experiences
- c) Rationale and Use of Demonstrations
- d) Evaluation of Laboratory Experiences
- e) Safety in the Laboratory

V Testing and Evaluation In Science
(Same outline as General Methods except specifically applied to Particular teaching area)

VI Simulation of the Use of Media in Science Teaching
Literature and effective use in the student's particular area of:
a) Films
b) Projectors
c) Television
d) Video Tape Unit and Audio Tape Unit
e) Other Media Used in Science

VII Providing Additional Science Experiences
a) Rationale and Use of Field Trips
b) Rationale and Use of Science Projects
c) Rationale and Use of Science Clubs
d) Rationale and Use of Guest Lecturers

VIII Evolution into Student Teaching
a) Physical Facilities for Teaching Science in Education Center
b) Staff Relationships in Science in Education Center
c) Science Program in Education Center
d) Particular Area Curriculum in Education Center

Course No. Ed 111

Title History of the Philosophy of Education

Semester Hours 3

Prerequisites(if any) None

Department offering the course Education

Objective: To have students become aware of the major philosophies of education, from ancient Greece through Dewey, in relation to the understandings and problems of their respective periods of history.

I Ancient
- a) Plato
- b) Quintilian
- c) St. Augustine
- d) other

II Medieval Times
- a) European
  - 1. nobility
  - 2. church
  - 3. higher education
- b) Islamic

III Rennaissance-Reformation
- a) Rennaissance
- b) Reformation
- c) Catholic counter-reformation

IV Modern Philosophers
- a) Comenius
- b) Locke
- c) Rousseau
- d) Basedow
- e) Pestalozzi
- f) Kant
- g) J. S. Mill
- h) Herbart
- i) Froebel
- j) Spence
- k) John Dewey
- l) Whitehead

Course No. Ed 121

Title History of American Education

Semester Hours 3

Prerequisites(if any) None

Department offering the course Education

Objective: To give an understanding of the development of American education in colonial America and the United States of America with emphasis on public education.

I Educational roots
- a) ancient
- b) Jewish
- c) Catholic
- d) Protestant
- e) Islamic
- f) secular

II Early education by colonial areas
- a) New England
- b) southern
- c) middle colonies

III Education in the USA prior to the Civil War
- a) religious groups
- b) local groups
- c) state groups
- d) other groups

IV Post Civil War education in the USA
- a) elementary
- b) secondary
- c) higher education
- d) adult education
- e) behavioral science and education
- f) natural science and education
- g) professionalism in education

V Modern trends in education

Course No. Psy 131

Title Educational Psychology

Semester Hours 3

Prerequisites (if any) None

Department offering the course Behavioral Science

Objective:

The course is designed to present a study of intellectual functioning, individual differences, problems of learning, and study habits. The basic purpose is to present how psychological principles can promote and enrich educational development. Attention is focused on the child of school age but consideration is given to pre-school and adult educational levels. Theories and research data are presented to help the student understand the developing, maturing child; to show the forces which influence and produce change in the child's learning and adjustment; to show how the tools of psychology can be used to evaluate the effectiveness of an educational program; and to discuss the forces which motivate a child to learn and adjust.

Course Outline:

I The Nature of Educational Psychology
- a) Historical Development
- b) The Science of Educational Psychology

II Growth And Development
- a) Biological and social basis of behavior
- b) Mental, physical, personality and social development

III Learning Process
- a) Theories; Efficient Learning; Transfer Thinking and Concept Formation Creativity

IV Measuring Outcomes of Learning
- a) Tests as Instructional Aids
- b) Teacher Made Tests

V Classroom As A Social Process
- a) Analysis of Classroom environment
- b) Teacher in the Classroom Group
- c) Interpersonal Behavior
- d) Teacher Effectiveness

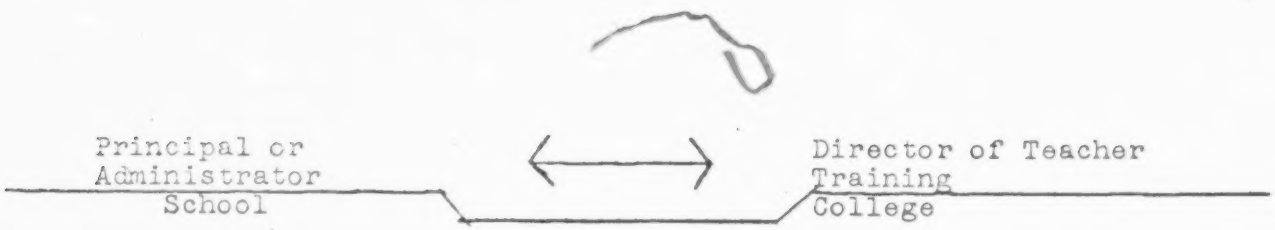
B. INSERVICE PHASE

The inservice phase involves partnership between Wheeling College and the school or schools serving as Cooperating Teacher Centers. This partnership involves the principal and the Director of Student Teaching as coordinators of the program. The cooperating teachers and the college supervisors are to be actively involved as peers in working with student teachers. In order to establish this program, Wheeling College had to overcome several obstacles. Meetings were held by the Director of Student Teaching with County Superintendents, principals, and College Administrators to communicate the goals and responsibilities involved in the program. Meetings were also held with interested teachers to obtain feedback on the needs of cooperating teachers. Two facts became evident. First there is a shortage of cooperating teachers and second there is a paucity of background in supervision.

To remedy the situation, a Title I grant was written to train cooperating teachers in supervision. This grant has been approved and enables the College to train, provide books, and offer graduate credit (through the University of Detroit) to the participants. This program is to be offered to the cooperating teachers while the students are involved in the preservice program. As the students move into the inservice phase, so does the supervision course for cooperating teachers. The course is designed to emphasize theory and simulation during the first part and the practicum part is to coincide with the inservice phase of student teaching.

A better understanding of the "responsibilities" involved in a program of partnership can be obtained by reading the following pages.

OUTLINE OF RELATIONSHIP OF COLLEGE STAFF TO EDUCATION CENTER STAFF



English Cooperating Teachers ⟷ English Supervisor and/or College English Teachers

Social Studies Cooperating Teachers ⟷ Social Studies Supervisor and/or College Social Studies Teachers

Math Cooperating Teachers ⟷ Math Supervisor and/or College Math Teachers

Science Cooperating Teachers ⟷ Science Supervisor and/or College Science Teachers

RESPONSIBILITY OF SCHOOLS THAT SERVE AS COOPERATING TEACHING CENTERS

Schools that desire to become Cooperating Teaching Centers must be willing to:

1. Mape provision for social, emotional, physical and intellectual development of each child in the school.

2. Work with the College in recognizing and providing for individual differences in children.

3. Support a philosophy of teaching which helps develop attitudes and values needed in a democratic society.

4. Work with the College in aiding disadvantaged children.

5. Provide an atomosphere in which prospective teachers are capable of feeling a deep appreciation of the challenges and opportunities inherent in professional education.

6. Foster opportunities for children to think and act independently in the school atmosphere.

7. Permit supervised teachers to carry out new ideas and to experiment.

8. Not use student teachers as substitutes except in special emergencies and only for a limited period of time.

9. Have a rich variety of classroom activities through which practical learning in the skill areas are developed, and creative experiences are explored.

10. Help the College in selecting cooperating teachers who are mature, experienced and qualified to work with student teachers and who desire to continue learning about the skills and knowledge involved in the supervision of student teachers.

11. Provide adequate space for student-teaching seminar meetings as well as conferences.

RESPONSIBILITY OF THE COLLEGE TO THE EDUCATIONAL CENTERS

Wheeling College is willing to:

1. Provide well-conceived handbooks for administrators and cooperating teachers that set forth selective criteria for, and role expectations of, cooperating teachers as well as general guidelines for the student teaching program.

2. Have College supervisory personnel who are to be available at all times and members of the academic staff make routine and periodic classroom visits, hold on the spot conferences with the cooperating teachers, student teachers, and any interested teachers or administrators.

3. Adhere to the school's calendar during the student teaching practicum.

4. Not have a cooperating teacher responsible for student teachers for more than one semester per year.

5. Aid in the establishment of experimental and pilot-study programs.

6. Work with the administration in the development of any program that is acceptable to both the school and the College.

7. Provide academic diaries and biographical sketches of the student teacher.

8. Provide training in supervision for cooperating teachers.

RESPONSIBILITY OF COOPERATING TEACHERS

Cooperating Teachers are needed who:

1. Are enthusiastic about teaching and are willing to experiment in order to find ways of providing better education in our schools.

2. Wish to assume the role of cooperating teacher because they regard this as their repsonsibility to their profession.

3. Are willing to encourage the development of a student teacher's strengths, to help them phase out their weaknesses, to stimulate and provide opportunities for initiative, experimentation and self-evaluation.

4. Understand that the daily planning, observation, analysis of teaching, and conference with a student teacher (Cycle of Clinical Supervision) are responsibilities which will mean an addition of time to their school day.

5. Are willing to allow the student teacher to assume responsibility gradually until he becomes capapble of assuming <u>full</u> responsibility in the classroom.

6. Will inform student teachers of their teaching methods and the principles underlying their techniques.

7. Will cooperate with the College Supervisor in the proper evaluation of student teachers which may include experimenting with new methods.

8. Are willing to further their skills in Clinical Supervision by taking the College graduate course that is specifically designed for cooperating teachers.

9. Are willing to work with two student teachers so that team teaching can be developed by the student teachers.

RESPONSIBILITY OF THE COLLEGE TO THE COOPERATING TEACHERS

Following is a list of tangible and intangible rewards for a cooperating teacher:

1. Stimulation to improve and experiment in the use of new instructional techniques with help from College personnel.

2. A cooperating teacher is allowed exemption of tuition fees* for taking the course in "Clinical Supervision for Cooperating Teachers." The teacher will also receive two hours of graduate credit.

3. Enrichment of the classroom program by coming in contact with College personnel and their resources.

4. Experience as a supervisor which will aid them not only in their work with student teachers, but in Team Teaching and the Non-Graded School.

5. A cooperating teacher will be paid a stipend of $75.00 per student teacher. Both cooperating teachers and Administrators are to receive the following:

a) May attend, without charge, the college's cultural and athletic programs as well as symposiums and seminars.

b) Are listed in the college catalog or bulletin as staff members.

c) Are extended the courtesy of college library privileges for their personal and professional use.

* There is, however, to be a fifteen dollar ($15.00) per course clerical fee that is to be paid to the University of Detroit.

RESPONSIBILITIES OF THE DIRECTOR OF TEACHER TRAINING

1. The Director will be responsible for scheduling student teachers with the education centers.

2. He will be responsible for the seminar courses.

3. He will work in conjunction with the administration on development of new programs, experiments, and research.

4. He is the Colleges communicator with the cooperating teachers and is responsible for the Clinical Supervision of student teachers.

5. He will work in cooperation with the administration on selection of cooperating teachers.

6. He will provide handbooks for administrators and cooperating teachers that set forth selective criteria for, and role expectations of cooperating teachers as well as general guidelines for the student teaching program.

7. He is to contribute to the experience of cooperating teachers as supervisors and act as a resource person to all teachers.

8. He is responsible for the financial and course benefits due the cooperating teachers.

9. The Director will have final say regarding grades for student teachers.

Prior to the start of the inservice phase, representatives (Principal and/or teachers) of the Cooperative Teaching Center are to orient the student teachers to the school's physical plant, staff relationships, administration, socio-economic background of pupils, co-curricular activities, and the total school organization. Following this the students enter the schools. Where possible, two students are to be paired with a cooperating teacher. (N.B. This phase is designed to provide for the individual differences of the student teachers.) The student is to evolve into full calssroom responsibility at a rate determined by him, the cooperating teacher, and the college supervisor. He is to be aided in his development by the use of micro teaching. This entails the student working with small groups and building toward full class involvement. The student is to plan for and teach a group of six to eight for 10 to 20 minutes. This is to be video taped. The student, cooperating teacher, and/or the college supervisor are to view the tape and analyze patterns that contribute to strengths and weaknesses in the teaching. Plans are made to reinforce strengths and phase out weaknesses. The student then re-teaches the group. This is a continuous process and the size of the group is increased according to the rate of growth of the student until full class responsibility is obtained. When full class responsibility is reached, the regular cycle of supervision (Planning, Observation, Analysis and Strategy, and Conference) is to be used. Micro teaching is to be used periodically as needed.

During the inservice phase, students are to work with their partners, other student teachers, cooperating teachers, and college

supervisors in development of peer supervision skills. This is to be done initially by observation of the cycle of supervision and by gradual involvement in the process. A part of the involvement is to be the use of interaction analysis. This is to take place near the end of the inservice phase and is to develop skill in self-evaluation and self-supervision. The student is to plan a lesson; teach it and have it video taped; analyze it by using interaction analysis; plan the next lesson so as to reinforce strengths and phase out weaknesses; reteach. During this time, there is to be no communication with supervisors although a supervisor is to observe the process. After this is completed, the supervisor, and/or cooperating teacher, and student evaluate the self-supervision. This is done as often as possible during the inservice phase.

The students are enrolled in Education 71, Student Teaching for 6 hours credit and Education 72, Student Teaching Seminar for 2 hours credit during this phase of the program. Following is their course descriptions:

Course No. ED 71

Title Student Teaching

Semester Hours 6

Prerequisites (if any) Completion of course work in Professional Education and currently taking Education Seminar

Department offering the course Education

Objectives:

Students are to gain skill in effective teaching by assuming a classroom teacher's responsibility under supervision.

Students are to gain skill in understanding and performing non-teaching classroom duties under supervision.

Students are to gain skill in understanding the duties and responsibilities involved in sponsorship of co-curricular activities.

Students are to gain skill in applying previous learnings (especially General and Special Methods) under supervision.

Course Outline: (The student teaching seminar correlates with this phase)

I Introduction to Student Teaching

The student is to evolve into classroom teaching at a rate determined by the student, cooperating teacher, and college supervisor. This is to vary with each individual.

II The student is to participate as much as possible in the total school program. This includes both curricular and co-curricular offerings. The student is to be responsible during his participation for teaching in his specific area and experiencing the role of a regular teacher.

III Experimental Teaching (This is to be undertaken during last two weeks of student teaching and mainly involves team teaching with another student teacher and/or the cooperating teacher) is to be done if agreed upon by cooperating teacher, student teacher, and college supervisor.

Course No. ED 72

Title Education Seminar

Prerequisites (if any) Completion of course work in professional education and currently taking student teaching

Department offering the course Education

Objectives:

Students are to identify teaching problems.

Students are to gain skill in working with peers in analyzing teaching problems and group dynamics.

Students are to gain knowledge of the total school program by means of varied experiences and discussion.

Students are to gain skill in self-evaluation and self-supervision.

Course Outline:

The curriculum to meet the above objectives is to be established by the student teachers and the college supervisor so as to insure the meaningfulness of the seminar.

The role of the cooperating teacher is vital to this program. At the present time student enrollment in the College's Teacher Training Program will average about fifteen (15) per semester. Since there are to be two college supervisors to work with these students, the development of the inservice phase as planned is realistic. The training of the cooperating teachers by the Title I grant should also facilitate the program. A problem will develop when the Teacher Training enrollment increases beyond the capacities of the College's supervisors for the inservice phase. Wheeling College as with most colleges could not afford to hire a supervisor for every ten (10) or so students. It is hoped that by training cooperating teachers in the Title I course and by working with them during the course and during the first year or two of the program that they will have most of the competencies necessary to work with the student teachers. This includes skills in the use of micro teaching, cycle of supervision, peer supervision, and interaction analysis. If this can take place, then a college supervisor stationed in the center can be a resource person to the cooperating teachers and not directly responsible for the individual student teachers development. The inservice phase with its provision for individual differences of student teachers can function without being a financial burden to Wheeling College.

An advantage of the proposed relationship between the college supervisor and the cooperating teacher is the opportunity for continuous education. The training of the cooperating teacher will provide skills necessary for self-evaluation and self-supervision. By working with student teachers, these and related skills gain further development. The association with the college supervisor presents a situation in which the cooperating teacher can observe experimentation and innova-

tion being performed in his classroom by the supervisor and the student teacher. This provides the cooperating teacher the opportunity of evaluating the strengths and weaknesses of the project and the feasibility of his adopting all or part of it. In no way does the teacher feel coerced to change because no one from the college has any authority over the regular school teaching. If change does take place, it will be internalized by the cooperating teacher since he makes the choice in the absence of a threatening situation. As communication and confidence improves between the College Supervisor and teacher, it is hoped that the latter will join the supervisor and student teacher as a participant in experimentation and innovation. The association between the cooperating teacher and supervisor is to always be one of peer relationship.

ED 074043

C.

STUDENT TEACHING AT WHEELING COLLEGE

I Nature of the program: As they begin student teaching Wheeling College students are starting the In-service phase of ~~their~~ Education Semester. In order to maintain as strong a liberal arts background as possible and to enable our staff to devote full time to their involvement in the schools with the students and the cooperating master teachers, Wheeling College places all of its professional training in one semester.

During the Pre-service phase of the program the students take 10 credits. Because the Pre-service phase is only one half of the semester the courses meet twice as often. During the Pre-service phase the students take a course in General Methods of Teaching in which general concepts of teaching such as planning, testing, and supervision are developed. These concepts are applied in the Special Methods courses which have as their focus the rationale for methodology which one applies in a particular field and simulated teaching. Finally the students take courses in the History and Philosophy of Education and Educational Psychology. These courses are intended to provide the student with the foundations upon which their decisions about teaching will be made.

The In-service phase of the program includes Student Teaching and an Education Seminar. For this phase the students receive 8 credits. During the student teaching the students will be in the public school full time. (In rare situations a student may leave for one hour per week for a seminar). During this time they develop with the help of a cooperating master teacher the skills of and attitudes about teaching which were initiated during the In-service phase. The Curriculum for the Education Seminar is determined by the needs of the students which arise as their teaching progresses and usually deals with problems in teaching. The course meets in the school at a convenient time and is open to all who wish to attend.

SP 006 242

II Rationale for Teaming of Student Teachers

Wherever possible two student teachers are placed under the direction of each cooperating master teacher. There are several reasons for this arrangement. First of all, Wheeling College believes that the cooperative planning of a team, and the support one receives from the team members provides the most effective means for inducting a young professional into the field. It is also felt that the skills developed in interactions with other professionals will serve them well in the broadened professional role that teachers will be assuming in curriculum development and program implementation. Secondly, we feel that the more information about teaching perform-

ances one receives, the greater will be the teachers choices for deciding a course of action. It is also felt that this added information about teaching will help the individual build more readily on his strengths and eliminate more rapidly his weaknesses. Teaming also enables an individual to try innovations under the supervision of team members who are aware of his objectives and can help him analyze the success or failure of the innovation. Finally the fact that teaming allows the flexibility needed for small group and individualized teaching benefits first, the cooperating master teachers who are vitally interested that each of their students progress as far and as rapidly as possible; second, it benefits the student teachers who strongly desire to help students learn; and finally it benefits the students by providing an opportunity for a more personalized atmosphere than one teacher can physically provide in a normal classroom within the limitations of the school program.

Both of the members of the Wheeling College Education Department have had experiences in team situations and will be available to work with the team in any way possible including joining the team for some duration.

III Supervision

Research shows that the most important aspect of the student teaching experience for the beginning teacher is the quality of supervision he receives. We believe that frequent supportive supervision is the true capstone of the student teaching experience. The Wheeling College staff ascribes to what is called Clinical Supervision as developed by Cogan at Harvard and implimented in their Harvard-Newton program, at the University of Pittsburgh, and throughout the state of Oregon. Essentially Clinical Supervision involves the supervisor working with the supervisee to determine strengths and weaknesses and to plan with him strategies which will increase strengths and eliminate weaknesses. To be successful this interaction must take place in a mutually open atmosphere. On the supervisors part this implies involvement with and investment in the teaching of the supervisee. As a methodology Clinical Supervision adopts what is called the Cycle of Supervision this includes planning for teaching, systematic observation of the teaching act, analysis of teacher behavior patterns, planning for a conference, carrying out the conference, and planning for the next teaching act. Most supervisors using this method also do some type of post conference evaluation in order to improve their supervisory skills.

Because of the closeness of the cooperating master teacher to the actual teaching situation we at Wheeling feel that the prime responsibility for supervision rests with them. We recommend that they have frequent (daily if possible) con-

ferences with each of their student teachers. This recommendation is made because of the vast importance of frequent effective conferences in providing a quality student teaching experience. Because of the time involved in supervisory conferences we are in the process of developing the concept of the micro-conference. During a micro-conference the supervisor and supervisee would spend 5 to 10 minutes conferring on one aspect of the teaching (for example questioning). It is assumed that several micro conferences may be a more efficient way to utilize the precious time of the cooperating master teachers. It is also recommended that master teachers hold longer conferences to review progress and make plans for further development at regular intervals.

IV The Role of the College Supervisors

Both of the college supervisors will be working full time in the school. They will fill two interrelated roles. First of all they are resource persons to be used by the staff of the school and the student teachers for improving instruction. Secondly they will work with the cooperating master teacher while he supervises the student teachers assigned to him. The purpose of this is to help the cooperating master develop supervisory skills. For this reason we would appreciate it if the cooperating master teachers apprise the College Supervisors of the times when they would be having conferences with the student teachers.

The college supervisors will be applying the principles of Clinical Supervision while they work with the cooperating master teachers.

In their first role (as resource persons) they will be available to the staff for such things as demonstration teaching, consultation on curriculum, and advisement on teaching problems. Both of the college supervisors have had experience in public secondary schools and have done curriculum work and research in teaching.

The college supervisors will maintain close contact with the student teachers during the student teaching experience but will seldom work directly with them as supervisors. The actual supervision of teaching is the responsibility of the cooperating master teacher.

V. Grading of Student Teachers

First of all the final responsibility for the grade a student teacher receives rests with the Director of Student Teaching. As much as possible this is to be done in cooperation with the cooperating teacher. We look on grades for student teaching as being predictive of potential success in teaching.

When we give an "A" for student teaching we are saying the student has potential to become a highly effective teacher. A "B" indicates that the student will probably be an effective teacher. A "C" indicates that we have serious reservations about the students potential success as a teacher. Remember we are grading the students on their individual growth and not in terms of competition with others.

VI Miscellaneous

1. Use of video tape equipment: We have found that the video tape equipment is an invaluable aid in the analysis of teaching and in working with beginning teachers. Cooperating Masters teachers should plan to make use of this equipment. The student teachers have all been trained in the use of the equipment and the college supervisors would be glad to help cooperating master teachers in planning to use this valuable aid.

2. Remuneration: Wheeling College pays a cooperating master teacher $75.00 per student teacher. Payment will be made on the last day of the student teaching period or as soon after that as possible.

   In addition to this remuneration the college provides passes to athletic events and library privileges to master teachers.

3. Letters of recommendation for Student Teachers:

   School superintendents tell us that the most important criterion for selecting beginning teachers is letter(s) of recommendation from cooperating teacher and/or college supervisors. For this reason we would like you to write a letter of recommendation for your student teacher(s). This letter should be an honest appraisal of the students strengths and weaknesses and is in effect an explanation of the grade you have given the student teacher.

ED 074043

D

SECONDARY TEACHER PREPARATION AT WHEELING COLLEGE: A MODEL BASED UPON PERFORMANCE AND PARTNERSHIP

SP 006 242

PHILOSOPHY

The Department believes that man is a being who possesses emotional, mental, and physical powers different from other creatures in their scope and potential. The powers differ for each individual and are influenced by his environment. Within this limiting framework man is born to become what he wishes to become and is capable of making choices that shape his life and being.

Man changes as he experiences living, choosing, and learning and inculcates these perceptions into his being. In this sense he begins changing at birth and stops at death. He knows and learns best when he develops congruence with and control over the world around him. He is in constant struggle with the ambiguities and thwarting nature of his environment. As he gains control over and congruence with his world, he exercises more of his potential to become what he wishes to become. At each success, however, more complex unknowns appear and man is faced with the choice to go on controlling or to capitulate and be controlled. If he chooses to capitulate, he inhibits his growth and therefore change is thwarted. The choice to inhibit change is induced by man upon himself as a response to the ambiguities and unknowns that face him. The choice to be controlled may be permanent or a respite during which potentials lie dormant awaiting a new encounter.

Thus man is changed by learning. He learns by bringing his experiences as instruments for interacting with the problems of living with himself and his environment.

This philosophy can be seen clearly in the manner in which the students in teacher education are treated. The Department believes that all the students who come to it have the capabilities to grow into master teachers. It is the role of the department to remove the elements of the environment which may thwart the student's growth while at the same time providing an atmosphere in which resources may be employed so that students begin to shape their learning. The department realizes that the students come to the program with different experiences. Some of these experiences may have caused them to doubt their capabilities of shaping their growth. For this reason the Department must first help the students discover that they are capable of shaping their own growth and that he should be responsible for this process. Once the student has begun to believe in his capabilities, the role of the Department becomes one of providing an environment that is conducive to continual educational growth which will enable the successful student to continue to improve and develop after he leaves the program. The department accomplishes this role by providing support while the students face new and deeper challenges as well as working with the students in identifying new areas for growth.

GOALS

Since the program's philosophy emphasizes active experiences, the program's goals are dominated by performance behaviors. The ultimate goal of the Education Department is to provide students with experiences that are necessary in developing master teacher skills. To accomplish this objective specific behavioral outcomes are planned as guidelines for the process of becoming and continuing to be a master teacher. The primary outcomes considered necessary by the Department are that the student will:

> "Identify the basic factors behind the operation of the school system and develop mechanisms for functioning within the structure."

The basic factors involve more than the organization of the school system. To identify factors the student must obtain information concerning values, responsibility, authority, conformity, etc. as perceived by the school system and the community. Identification is not limited to listing factors, but encompasses the why and the wherefore. When the factors and the reasons for their prominence have been intellectualized, the student must develop personal mechanisms for functioning within this environment. To function the teacher must cope cognitively and affectively with a variety of educational problems. If these coping behaviors are developed as general mechanisms for operating within a school environment, the behaviors become personal skills appropriate for functioning in specific teaching situations.

> "structure and control classroom situations to provide for productive learning."

The terms "structure" and "control" are not to be defined in the colloquial sense. The intent of the word "structure" implies a curricular plan for the classroom that can range from teacher centered to individualized instruction. Also, the word "structure" means that both the teacher's and students' objectives are to be considered. The word "control" is not to be confused with domination. The word "control" identifies the teacher as the responsible agent for insuring that each student has an opportunity to learn without outside interference. If structuring and controlling are accomplished, the minimum prerequisites necessary for productive learning have been met.

> "develop his personal style of relating to the pupils and shaping the curriculum."

Each student comes into the program with a relatively diverse variety of experiences that have contributed to his development as a person. He has probably been free to limit or increase his social contacts, choose people that interest him, or even reject people whom he dislikes. Behaviors such as these and their classroom implications must be explored. Thus every teacher must identify how he relates to the students and why the students perceive him the way they do. When these factors have been analyzed, plans

are to be formulated to enhance each teacher's personal style of relating to the students.

To be a master teacher the student must have a philosophy of education, operate consistent with this philosophy, and constantly test and revise his philosophy by interacting with the educational environment. If this process is followed, the curriculum will constantly be shaped and developed by the teacher.

> "evaluate his strengths and weaknesses as a teacher as well as his perceptions of himself as an educator."

To be continuously educated a teacher must develop skill in identification of his verbal and non-verbal teaching patterns. Once identification has been made, the patterns must be analyzed in terms of their classroom implications. After analysis has been completed, a program to reinforce the effective patterns and phase out the ineffective ones must be formulated. The program should include both long and short term plans. In addition to the above procedure the teacher should use student feedback, peers, and educational literature as resource information. If skill in using these procedures is developed, the teacher is preparing for his continuous education by using the process of self-evaluation. Also, since using the process of self-evaluation involves interacting with his total educational environment, he will obtain information about himself as an educator.

> "develop skills, attitudes, and acquire the information necessary to work with others in improving education."

Every master teacher must have an idea, model, or image of what the education process could become and the role that he should play in attempting to promote the vision. So as to nourish development in this direction, a student must acquire knowledge of trends, innovation, and new thinking. Then he student must experiment with new concepts of teaching and learning and interact with peers to analyze and defend the outcomes. To interact and influence peers a teacher must develop human relation skills and attitudes. Without these skills, he has little hope of promoting his vision of the education process.

> "use the process of scholarly inquiry in solving educational problems."

Although concerned with self-improvement, a master teacher is also interested in contributing to his profession's growth. Since research is the backbone of professional development, the student must gain skill in using the process of inquiry in exploring educational problems.

PROGRAM OVERVIEW

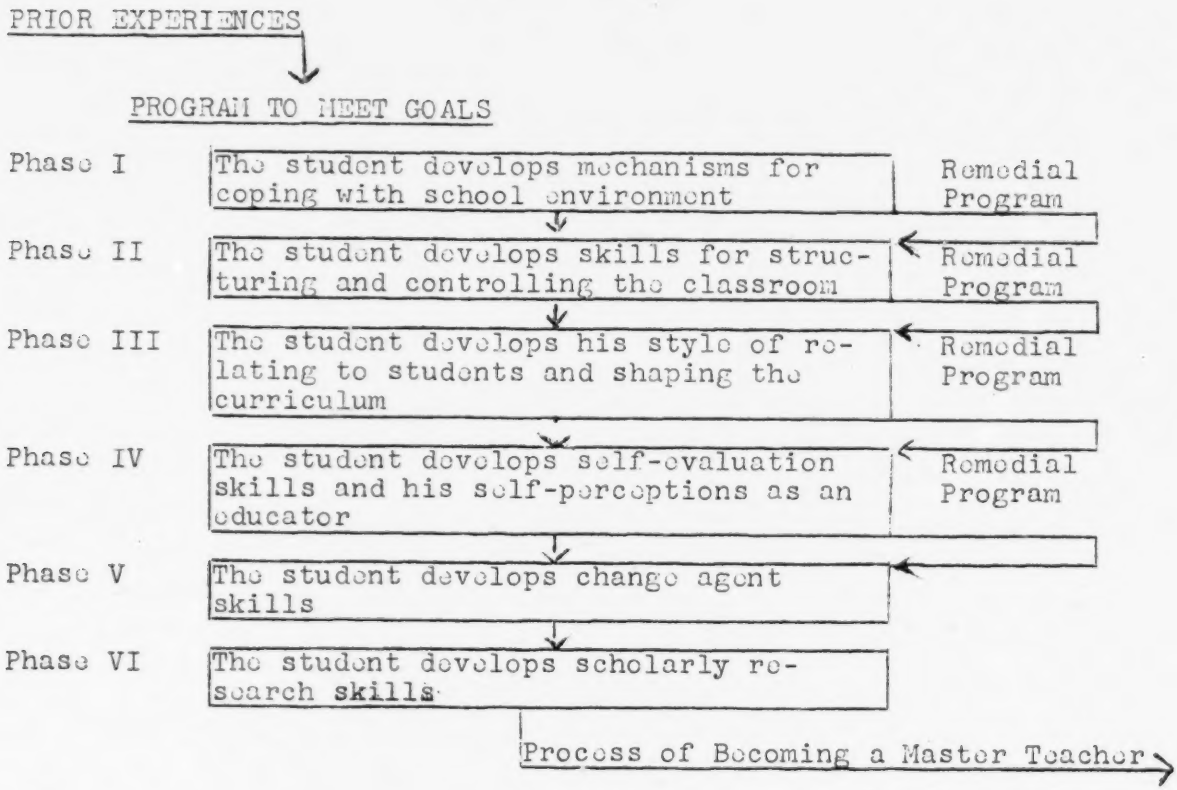
The education program at Wheeling College is based on two principles - total involvement of the students and the use of the education center model of student teaching. Total involvement is achieved in two ways. First, the students usually take only education course work during the education semester. In this way they are wholly directed to teaching. During the education semester students take six courses for eighteen credit hours. Second, involvement is achieved by placing the students immediately in the school situation. In most models of teacher education students complete education course work, arrive at a school and phase themselves into teaching. These models have several weaknesses. First, class work is often theoretical and irrelevant. Secondly, time is wasted initially by having the untrained student observe before fitting into the school situation. By melding these two phases of the program the Wheeling College approach increases efficiency. After a day of orientation students are placed in the school where initially most of their time will be spent in education classes. Classes of this nature lessen the problem of irrelevance by providing concrete examples in the school. As the semester goes on the balance between education classes and teaching responsibility shifts so that by the end of the semester classes have been phased out and the student is totally responsible for teaching.

The concept of the education center is essential to the success of the Wheeling College program. Basically the education center is a school which has entered into a partnership with the college to prepare teachers and improve instruction. The staff of an education center takes seriously their professional responsibility to train other teachers. They also realize that by entering into a partnership with the college the resources of the college become available to them. Perhaps the best way to illustrate this statement is by contrast. In the usual undergraduate teacher preparation program students are assigned to a number of cooperating master teachers in a number of schools. These students are serviced by a college supervisor who usually can spend an hour or two a week in the school. He usually observes a class, conferences with the master teacher and the student teacher, and leaves until the next time. His role often becomes one of calming ruffled feathers or mediating between the master teacher and the student teacher. Because of the limited time available in the school he is of little value in helping them. In the Wheeling College program all of the student teachers are placed in one school - an education center - this arrangement allows the college supervisors to work full time in the school situation. Training the cooperating master teachers in supervisory skills frees the college supervisors to offer their expertise to the host school. They teach demonstration lessons, work with the teachers in improving instruction, help in curriculum development and generally provide resources which are not normally available to the school. Finally the partnership between school and college

highlights for both the full range of resources that each has for the other that might not normally be used. For example, teachers have access to a larger library while certain performing groups of the college have an added audience.

The Wheeling College program has one other aspect which makes it unique and allows it to offer increased service to both the college community and the local school community. This is in the area of pre service education. Some college students are placed as teacher aids in a variety of schools in the area. This gives the prospective teacher an opportunity to enter the regular program with a more realistic understanding of the role of a teacher. It provides an opportunity for other students who do not want to take the full program but who have a desire to serve the community. Students receive academic credit for their efforts.

PERFORMANCE MECHANISM


PRIOR EXPERIENCES
PROGRAM TO MEET GOALS
Phase I
The student develops mechanisms for coping with school environment
Remedial Program
Phase II
The student develops skills for structuring and controlling the classroom
Remedial Program
Phase III
The student develops his style of relating to students and shaping the curriculum
Remedial Program
Phase IV
The student develops self-evaluation skills and his self-perceptions as an educator
Remedial Program
Phase V
The student develops change agent skills
Phase VI
The student develops scholarly research skills
Process of Becoming a Master Teacher

Phase I

Objective

The student will identify the basic factors behind the operation of the school system and develop mechanisms for functioning within the structure.

Activities

Parts of the first week of the program are devoted to orienting the student to the school environment and to the Teacher Preparation Program in general. To identify the basic factors the students use this time for observation as well as discussions with the administration, counselors, teachers, staff, pupils and their master teachers. The topics range from dress codes and discipline to the philosophy of the school. The college supervisors, who are familiar with the school and community, interact with the students to give additional information about the teaching atmosphere. Also, seminars are held between the students and the college supervisors for the purpose of examining student concerns about the teaching situation and how to cope with potential problems brought about by their concerns. The above activities are considered merely introductory. The main activity is the interaction of the student with the educational environment as the program evolves. If this main activity is fruitful, coping behaviors will be developed as general mechanisms for operating within a school system. Because the program places all its students in a Center, much emotional support is gained by the students sharing their problems and concerns.

Evaluation

Each student keeps a daily log of his reactions to teaching, education course work, and the school situation in general. The logs are confidential and are examined only by the college supervisors. In addition to providing a means for the student to reflect, analyze, and express his reactions, the logs provide the college supervisors with data as to how well the student is developing mechanisms for functioning within the structure. Logs are turned into the college supervisors at least once a week. Also, the college supervisors are in the schools throughout the day and are available for conferences or informal discussions with students and master teachers.

If the student is having difficulty in meeting the objective of Phase I, the college supervisors in cooperation with the master teacher analyze the problems and develop a program for that individual.

Phase II

Objective

The student will structure and control classroom situations to provide for productive learning.

Activities

During the first week a student is placed with a master teacher. As soon as possible the student is involved with classroom activity. The type of activity can range from alling roll and giving out papers to actual teaching, depending upon arrangements made between the student and the master teacher. From these initial experiences the student is expected to have full control of at least one class by the start of the third week. Intertwined with the teaching are the seminar styled General and Special Methods courses which also start the first week. Topics analyzed in General Methods are further developed in the Special Methods courses of the students' teaching field. As the courses evolve, areas such as planning, grading and controlling are studied from a variety of perspectives. After the positive and negative implications have been weighed, the student incorporates into his teaching those aspects that are most meaningful. The curriculum for the methods courses are designed so as to include student initiated items. These items or problems are usually brought forth when the student becomes increasingly involved with classroom teaching.

Evaluation

The ability of the student to apply the learnings is the criterion of evaluation. To assess the student's ability to structure and control the classroom situation and the degree to which this is done the program uses approximately three procedures. Primarily, the master teacher is consulted almost daily by a college supervisor as to the amount of success the student is having in meeting the objective. Analysis by the college supervisor of the student's unit and daily plans provides additional information. The log and conferences between the student and a college supervisor is another source of feedback.

If the student is having difficulty in meeting the Phase II objective, at least one college supervisor visits the classroom and obtains data concerning the teaching. This data is analyzed in reference to the student's problem(s). Also, a class is video taped for group analysis by the master teacher, college supervisor, and student. From this data the college supervisor, master teacher, and student devise a program for solving the problem(s) inhibit meeting the objective.

PHASE III

Objective

The student will develop his personal style of relating to the pupils and shaping the curriculum.

Activities

The main objectives of the History and Philosophy course is for the student to identify and develop his personal philosophy of education. To accomplish this development the student must explore various philosophies of education and their implications. He must also consider his perceptions of man, learning, and change while testing and interacting with the educational environment. Seminars, papers, and teaching experiences as well as a final defense of ones personal philosophy and this philosophy's operation in a school system are the key activities. Prior experiences not only influence ones philosophy, but also influence the manner in which a person relates to others. Because the teaching situation demands skills of working with a variety of types of individuals, students are encouraged to work with groups, serve as counselors, and take the Teacher Aide Practicum course before entering the program.

As the student's philosophy evolves and his teaching experiences grow, he will alter the curriculum to be consistent with his perceptions of what education should become. The special methods courses in the student's teaching field require a paper explaining the rationale for why their field should be included in a schools curriculum and the processes that should be used in teaching the courses. This paper must reflect consistency with the student's philosophy of education.

Evaluation

The History and Philosophy papers as well as the special methods papers provide data concerning how well a student has intellectualized how he should relate to the students and why. Also, the logs give additional information regarding the students personal contacts with the pupils. The college supervisors react in writing to the logs and the papers. The reactions are usually of a "devils advocate" nature with the purpose of challenging the student to consider implications of his thoughts and actions. The seminar styled courses, which are structured as encounter situations where each student interacts with his peers and college instructors, provide more information about how well a student is developing his style of relating to others.

To evaluate the extent to which a student has operationally developed his personal style of relating to the pupils and shapes

the curriculum, the program uses four procedures. Each student is video taped at least once and the tape is analyzed by the college supervisors, master teacher, and student. The analysis session has as its purpose the diagnosing of teaching behaviors and then possible implications.

The college supervisors in cooperation with the master teachers record verbatin data from the student's class and compose a typescript. The typescript includes the physical layout of the room as well as interaction patterns that developed during the class. The main function of the typescript is that it is analyzed for patterns of teaching behavior that contribute to the strengths and weaknesses of the class session. Once the patterns and their implications have been identified, a program to reinforce the strengths and phase out the weaknesses is developed between the college supervisor, master teacher, and student. A follow-up on this program and the video taping session provide the necessary information as to whether the student is progressing toward meeting the objective.

After six weeks of teaching, a diagnostic instrument of supervision is administered. This instrument used pupil feedback and gives data concerning six areas of teaching behavior. When the data has been collated, a program is developed with the student to strengthen weak areas. The instrument is administered six weeks later to evaluate the student's progress.

Analysis of lesson plans and their resulting effect on the student's teaching is another criterion for evaluating the student's ability to shape the curriculum. Both the college supervisors and the master teachers are to see the plans. Comparisons of past plans with current ones can be used to measure the student's progress toward shaping and developing the curriculum.

If the student is having difficulty in meeting the Phase III objective, all of the above procedures are repeated and a program is devised. In addition to these regular procedures, specific problems are isolated and special programs such as micro-teaching, simulation, role play, and perhaps personal counseling by outside personnel are used.

PHASE IV

Objective

The student will evaluate his strengths and weaknesses as a teacher as well as his perceptions of himself as an educator.

Activities

To meet the above objective, the student must develop the skills that are necessary to successfully perform the process of self-evaluation. The skills are essentially similar to those used by his master teacher and college supervisor in working with students. In the General Methods and Curriculum course a unit on supervision is provided. The supervision unit develops the skills of data taking, analysis of data for teaching patterns and their possible implications, conference techniques, and human relation's skills. The students apply these skills in simulation, role play, and by audio and/or video taping their own class. After taping their class, the student makes a typescript and identifies his teaching patterns within the framework of their possible implications. He then develops a program to reinforce his strengths and phase out weaknesses. He also analyzes a video tape of his class for the purpose of identifying places in the lesson where alternative procedures may have been used and to identify non-verbal behaviors. The nature of self-evaluation is to be explored in the General Methods course mainly through discussion and reaction to a paper written on the process and reference information from educational literature. The students are responsible for collating the information from the pupil feedback instrument. The instrument is an additional resource to be used by the student in evaluating his teaching and his growth as an educator.

Evaluation

Since the nature of the log is one of self-evaluation of the student's progress toward becoming a master teacher, it is a vital tool in measuring how well he is performing this process. The reactions of the college supervisors to what is written in the logs help the student evaluate his learnings. In fact the main role of the college instructors in the program is to promote self process skills in the students.

The college supervisors and master teachers observe the process that the student goes through in analyzing the video tapes. After the analysis by the student, the supervisor and/or master teacher discuss the quality of the analysis with the student. Also, they diagnose how well the student has identified his teaching patterns and the extent to which the student carries out his program of improvement.

Because the student has feedback from a variety of sources he should be able to realistically evaluate himself as an educator.

The General Methods and Curriculum course requires such a paper of each student.

If the student is having difficulty in meeting the Phase IV objective, the college supervisors and master teacher work with the student in identifying the problem areas that have inhibited the development of the self-evaluation process. If the problem areas involve poor skill development (e.g. teaching pattern analysis), a program is planned to remedy the weakness. If the problem areas involve failure to resolve actual and idealized perceptions of oneself as an educator and educational growth is inhibited, a program is planned ranging from more extensive feedback to counseling.

Phase V

Objective

The student will develop skills, attitudes, and acquire the information necessary to work with others in improving education.

Activities

In the History and Philosophy of American Education course the student must put down in writing and defend in front of his peers his personal philosophy of education. Included in this philosophy is his image of what the educational process should become. This model is the result of acquiring information from the literature and from actual experience. The Education Seminar course, which has as its theme "Alternatives In Education", is led by one or two students who are not taking the teacher preparation program. These students are usually considered radicals in their perceptions of what the process of education should be. They introduce information and ideas that supplement and expand the readings from other Education courses (e.g. Free School Movements).

The supervision unit of the General Methods course has a phase that develops human relation's skills based upon an attitude of openness. Skills such as listening, maintaining the communication process, questioning techniques, etc. are developed by simulation exercises and role playing. Each student works with at least one other student in a team situation for the purpose of supervision. He must not only have the skills of teaching analysis, but he must be able to communicate and interact in conferences. The conferences require the use of human relation's skills.

The special methods courses require the student to explore alternative and innovative curricular approaches to their subject. As the student improves in his teaching competencies he is expected to test new concepts of teaching and learning. The outcomes of the experimentation are to be communicated to the master teacher, other members of the department, other teachers and the college supervisors.

The student has opportunities to develop hum relation skills and attitudes in many informal settings within the school environment. The faculty lounge, department meetings, and social functions all provide opportunities for the student to become an influencing agent for improving education as he perceives the need through his vision of the education process.

Evaluation

Because the student is involved for only one semester in the teacher preparation program, assessment as to how well the objec-

tive has been not is difficult. Although conclusive evaluations would be premature, except in rare cases, some limited evaluations are possible. Analysis of the student's writings indicate the degree with which he has developed an intellectualized model of his image of what the educational process should become. The student's progress in developing human relation's skills and attitudes are analyzed when the student participates in role play and in actual conferences with his peers as well as when the student communicates outcomes of his experimental teaching.

Phase VI

Objective

The student will use the process of scholarly inquiry in solving educational problems.

Activities

During the first week of the program the students are informed that they are required to do educational research paper. The general nature of the type of research is explained with examples and the students are given approximately seven weeks to identify a research problem and to plan the design for the experimental study. The students interact with their college supervisors in limiting the problem and in refining the design. Also, literature in educational research is made available. Once the project has been approved by the supervisor, the student performs the research and writes his report.

Evaluation

The quality of the research paper and the student's evaluation of his research technique are the main criteria for measuring to what degree the objective has been reached.

ED 074043

THE FUNCTION OF A PRINCIPAL IN A SCHOOL USED AS AN EDUCATION CENTER

by
Carson Bryan

1968

SP006242

TABLE OF CONTENTS

CHAPTER		
I	Introduction	Page 1
II	Administration of An Education Center	Page 3
III	Role of a Principal in An Education Center	Page 6
IV	Principal as a Leader in An Education Center	Page 10
V	Principal and His Relationship to Supervision in An Education Center	Page 16
VI	Conclusion	Page 19
	Bibliography	Page 20

Chapter I

INTRODUCTION

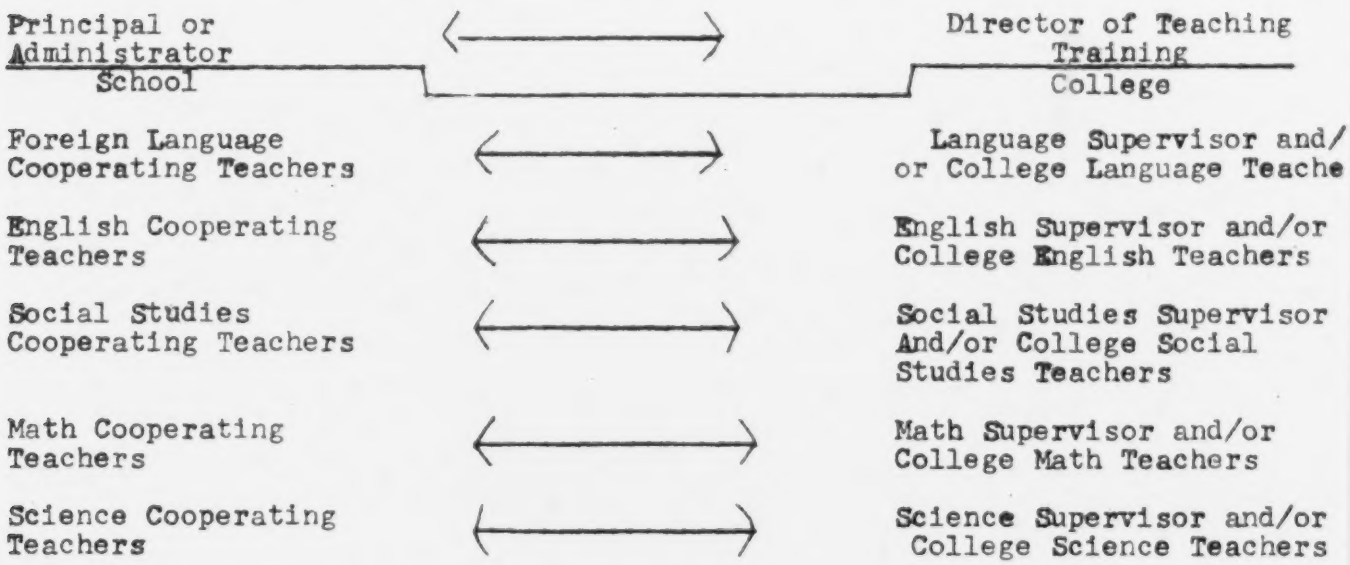
An education center is a school that is used by a college in the training of student teachers. The education center differs from most schools that provide for student teachers in the following manner:

> (a) Cooperating teachers are specially trained in supervision by the college.
> (b) All of the college's student teachers are in the education center or another school also serving as an education center (This is in contrast to the "farming out" of student teachers to many schools).
> (c) Some college supervisors are always present in the education center.
> (d) The college supervisors are to stimulate change within the school by bringing in current research and operationally showing its effect on curriculum. This is to be done in coordination with the administration. The approach is considered effective because the college supervisors are from outside the system and are non-threatening since they are in no way connected with regular teacher evaluation.
> (e) The college supervisors, in their relationship to cooperating teachers, bring about the continuous education of these teachers. In addition to the reasons stated in (d), this partnership gives the teacher the opportunity to not only "know" what is new in the field, but "how" it can be used effectively.

Thus schools that are used as education centers are to benefit by use of college staff and resources and by programs that enable continuous education of their teachers. The college is to benefit by being recognized as an active participant in establishing new directions in teacher education as well as for aiding the administration in research and service.

The college and the education center are to be recognized partners in research and improvement of education in the community. It is hoped that this relationship will at least partially bridge the gap between the "intellectualism" of educational thought of the college and the "realism" of the school situation as they work together in effecting the process of change in education.

Outline of Relationship of College Staff to Education Center Staff


Principal or Administrator School
Director of Teaching Training College
Foreign Language Cooperating Teachers
Language Supervisor and/or College Language Teache
English Cooperating Teachers
English Supervisor and/or College English Teachers
Social Studies Cooperating Teachers
Social Studies Supervisor And/or College Social Studies Teachers
Math Cooperating Teachers
Math Supervisor and/or College Math Teachers
Science Cooperating Teachers
Science Supervisor and/or College Science Teachers

Chapter II

ADMINISTRATION OF AN EDUCATION CENTER

> "New patterns of staff relationships require many changes in local school administration; old, established traditions and processes no longer suffice. It avails little to debate the desirability of these changes in relationships or to bemoan either their existence or their speed. Changes are here, and their pace will quicken rather than abate in the years ahead."[1]

In order to have a successful program in an educational center, the function of a principal must be analyzed. A traditional administrator will not suffice. The purpose of this chapter is to analyze the nature of administration in a school used as an education center.

> "1. The role of the administrative staff in an institution is to create an organization within which the decision-making process can operate effectively.
> 2. The organization should permit decisions to be made as close to the source of effective action as possible.
> 3. The administrative staff of an educational institution should be organized to provide individual staff members with as much freedom for initiative as is consistent with efficient operation and prudential controls.
> 4. The purpose of organization is to clarify and distribute responsibility and authority among individuals and groups in an orderly fashion consistent with the purposes of the institution.
> 5. An institution should be organized with a unitary source of decision-making at its head."[2]

This is a partial list of guidelines for an administrative organization. The implication is that staff members should be given greater responsibility. (i.e. responsibility for certain decisions and for initiating certain activities).

1. American Association of School Administrators, "School Administrators View Professional Negotiations," NEA J 56:25 Ja '67

2. Daniel Griffiths, David L. Clark, D. Richard Wynn, and Laurence Iannaccone, Organizing Schools for Effective Education (Danville, Ill.: The Interstate Printers and Publishers, Inc., 1962), pp. 71-72 cited by Theodore J. Jenson and David L. Clark, Educational Administration (The Center for Applied Research in Education, Inc., New York, 1964) pg. 51.

An education center that is organized under these guidelines is free to develop and grow, yet be nurtured by one decision-making individual. It is the reciprocal process of interaction between principal and staff that is necessary for success. His function is both necessary and vital.

> "From a review of the literature one gains two important impressions: (1) administration is essentially a way of working with people, and (2) the procedures in the administrative process are organizationally oriented rather than oriented to the individual."[3]

A principal must realize that an organization is only as strong as its members. He must direct the administrative process in such a manner that the organization is consistent with the school's objectives and that the dignity and worth of its members is preserved.

In order to facilitate this process, the principal must operate in a proper organizational climate. There are a variety of climates that a principal can nourish. First is the Open Climate which describes an organization which is moving towards its goals and which provides satisfaction for the group member's personal needs. Second is the Autonomous Climate which is described as one in which leadership acts emerge primarily from the group. Third is the Controlled Climate which is characterized best as impersonal and highly task-oriented. Fourth is the Familiar Climate which is highly personal, but undercontrolled. Fifth is the Paternal Climate which is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. Finally, the Closed Climate is characterized by a high degree of apathy on the part of all members of the organization.

[3] Theodore J. Jenson and David L. Clark, Educational Administration, (The Center for Applied Research in Education, Inc., N.Y. 1964, pg.53)

Most research on organizational climates in schools is relatively recent. The notion that a measure of school climate is a useful means for understanding the leadership acts of the principal and for assessing the opportunities for growth and development of teachers in his school is emerging. It is my belief that an education center can only survive and flourish in an "open climate" because only this climate provides growth for everyone in the school.

An "open climate" enhances the development of a network of articulations and bridges through which discussion by teachers, principals, and college personnel must progress to influence progress in an education center. By establishing this climate, the principal insures a process of careful consideration that improves the quality of decision-making.

Chapter III

Role of a Principal in an Education Center

> "According to role theory, organizations are social systems made up of people who occupy various "positions" in vertical (hierarchical) and horizontal relationship to each other. Any given position is the location of one individual or class of individuals within the social system. The way people behave in these positions depends partly on how they think they are expected to behave and on how others actually expect them to behave. These expectations are called "roles". The behavior of people in these social roles is also affected by their personalities." [4].

From this quote it becomes apparent that the principal should have a certain "status" of position which carries with it a measure of prestige in the social structure of the education center. The principal, however, must perceive himself according to his abilities in his role. He must not perceive the role isolated from the qualities an individual brings to it. He must realize that the perception of his role by others must be earned by his special qualities and performance. The closer he can bring together his perception of himself with the perception of him that others have, the more effective he can be in his role. It is his responsibility to resolve the perceptions.

> "Bidwell reported that teachers who were dissatisfied felt that, on the one hand, they were unable to predict what the administrator would do in any given situation and, on the other hand, they could not determine what it was that the administrator expected of them. Here were two groups of individuals toward whom the administrator could act identically and still expect completely different reactions. The situation proves to be an anomaly only is the administrator is unfamiliar with the application of role theory to the study of administration." [5].

4. Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," in Behavioral Science and Educational Administration, ed., Daniel E. Griffiths, The Sixty - third Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1964), pg. 149-150

5. Jenson and Clark, Educational Administration, pg. 91

The principal must define his role in the school and his actions must be consistent with the role. If he feels that his role should change, then he must provide the rationale for such change. In this manner the principal can diminish false perceptions of his role. In his desire to provide for the individual needs of his teachers, however, he must be careful that he is not providing favoritism. The principal must also attempt to understand the teachers in relationship to their roles. He must do this to insure that both he and the teacher know what is expected of them. If the roles of the principal, teacher, and college supervisor are defined and perceived in the light of definition, another obstacle to an effective education center is removed.

In describing the specialist's role to the staff, the principal must make explicit that the specialist has no intention of forcing them to carry out a suggestion. Both specialist and teacher must clearly grasp the professional limits within which they can interact. The principal must protect his teachers by seeing to it that these professional limits are not exceeded.

By attempting to maximize the contribution of each functional role in the instructional organization, the principal increases the potential for conflict. His ability to keep this potential from erupting into open conflict is related to the confidence those under his authority have in his leadership. By making explicit his expectations for each role, and by being cognizant of personality needs, the principal enhances his chances for eliciting such confidence.

How should the principal of an education center perceive himself?

> "In some observations of school central office organizations, the findings appear to indicate that administrators perceived their roles as "doers of tasks," instead of delegators and coordinators, much the same as they had done in small organizations. A man's reach is limited, and as a consequence some tasks remain unaccomplished or poorly accomplished. Big business cannot be effectively operated with small-business concepts and perceptions." 6.

If a principal is to be effective, he must develop skill in delegating authority and coordinating program efforts. This is a difficult yet major role and should be the concern of the modern principal.

The above quote illustrates the usefulness of the education center concept as an aid to the principal in the "doing of tasks." Since it is not the principal's main role (i.e. the doing of tasks), it must be done by people who are competent and cooperative.

What kind of self-image is necessary to the principal's role in the education center?

> "It is not a mere rationalization that the administrator sees himself in relation to the dimensions of administration. He sees himself in relation to the tasks (content) of the job, and in relation to how the tasks are accomplished (process). His measure of satisfaction or dissatisfaction, success, or failure are tied intimately to the job to be accomplished and to the ways of achieving the accomplishments. He is, or should be, also percetive to the various factors, conditions, and environmental complexities that condition his satisfaction and success quotients." 7

The principal must have a self-image that is consistent with his role and philosophy of administration. He must not only have a set of objectiv es and procedures for administrative functions, but he must have a criteria for evaluation of success. There is no evaluative checklist for effective principals.

6. Ibid. pg. 30

7. Ibid. pg. 38-39

A principal must devise his own criteria based upon his objectives for his school. Haphazard evaluation based upon intuition leads to ineffective administration and retardation of the school's growth.

What must be the functional role of the education center principal?

> "Functionally, the role of the principal can best be understood in terms of his relationship to and involvement with his intraorganizational and extraorganizational referents. An intraorganizational referent is one who is employed by the school district as, say, a teacher, administrator, or custodian, or who is a direct recipient of its services, a student. An extraorganizational referent is one who is not employed by the district or who is an indirect recipient of its services, as, say, a parent, or one who is indirectly involved with the operations of the school, a tax-payer."[8]

From this it should be clear that the functional role of a principal is consistent with "leadership."

8. Samuel Goldman, The School Principal,(The Center for Applied Research in Education, Inc., New York, 1966, pg. 14)

Chapter IV

Principal as a Leader in an Education Center

> "Traits and attributes which may be considered as bearing positive relationships to leader behavior of a significant character are popularity, originality, adaptability, judgement, ambition, persistence, emotional stability, social and economic status, and communicative skills. The highest correlations with leader behavior were found to be popularity, originality, and judgement. Traits that are considered to be of some significance, but not on the basis of statistical treatment, are insight, initiative, and cooperation. Traits and attributes that may be considered to be positively related to leader behavior, but with low statistical correlation, are disposition, responsibility, integrity, self-confidence, social activity and mobility, social skills, physical characteristics and fluency of speech. Conflicting findings were reported with respect to the relationship of leader behavior to dominance and extroversion-introversion." 9
>
> "We may define leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives. Note that the emphasis here is upon initiating change. Presumably, two routes are open to the leader who would attempt to change established organizational relationships and goals. He may utilize delegated status and exert authority in terms of his role, or he may utilize achieved prestige and exert influence in terms of his individual personality. Perhaps both role and individual strengths would be brought to bear. In either event, the leader is concerned with initiating changes in established structures, procedures, or goals; he is disruptive of the existing state of affairs." 10

No leader can initiate a change on a system without disrupting the system. Educational leadership, however, can not end there. The principal must stabilize the system at a new level after each change.

9. Truman M. Pierce and E.C. Merril Jr., "The Individual and Administrative Behavior," in Administrative Behavior in Education, R.F. Campbell and R.T. Gregg, eds. (New York: Harper and Bros., 1957), pg. 331 cited by Samuel Goldman, The School Principal, pg. 84

10. John K. Hemphill, "Administration as Problem Solving," in Andrew W. Halpin, Administrative Theory in Education, p. 107 (Chicago: Midwest Administration Center, University of Chicago, 1958) as cited by James M. Lipham, "Leadership and Administration," in Behavioral Science and Educational Administration, pg. 122

The principal must have objectives and goals that are conveyed to the staff and understood by them, otherwise the organization will not arrive at a new equilibrium.

There are two fundamental dimensions of leadership found in the literature. One dimension is the initiating of structure. This refers to the leader establishing well-defined patterns of organization, channels of communication, and methods of procedure. The second dimension is consideration. This refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.

The above dimensions of leadership require a great deal of skill to enact. Too much emphasis on the first one could produce an autocratic atmosphere. Falsifying the second one could lead to paternalism. Lack of or weakness in both the first and second could lead to a laissez-faire situation. Proper synthesis of the above should be the goal of every principal.

The principal who asserts leadership in an education center must be cognizant of the "pulse" of the school. He must gain skill in the proper timing of leadership acts.

> "Since leadership involves a series of steps, time is required to asess the extent to which an attempted leadership act is SUCCESSFUL or EFFECTIVE. Thus, in terms of frequency, thepractioner might err in either of two directions. At the lower frequency extreme, the failure to attempt leadership could result in inadequate structures, ineffective procedures, and archaic goals. At the upper extreme, repeatedly attempting leadership, it would be difficult to asess the effectiveness of any given leadership act because of the interposition of successive leadership acts. That is, frequent, continuous changes in an organization's structures, procedures, and goals could result in disorganization, disintegration, and disorientation." [11]

11. Lipham, Behavioral Science and Administration, pg. 124

Leadership acts of a principal must constantly be evaluated. The acts must be evaluated along each step of the progression; attempted leadership ——→ successful leadership ——→ effective leadership. The attempted leadership acts can be evaluated in terms of how often and by what means an individual initiates leadership. Successful leadership can be evaluated in terms of movement of individuals, groups, organizations. Effective leadership can be assessed in terms of the direction that the movement is taking and the establishment of a new equilibrium.

The principal of an education center must be constantly evaluating lest he assume a false leadership role. It is easy for someone involved in a complex situation (and desiring change) to become a "bandwagon rider". In order to not be deceived, the principal must be aware of the nature of pressures from others. Innovation isolated from goals and objectives leaves no lasting effect except chaos. Before adopting an innovation the principal, teachers, and college supervisors must carefully assess the effect that the change would have on the ongoing program.

What are some of the conditions that bring about change? Three main propositions for change occur regularly in the literature:

1. The major impetus for change in an organization is from the outside.
2. The degree and duration of change is directly proportional to the intensity of the stimulus from the suprasystem.
3. When change in an organization does occur, it will tend to occur from the top down, not from the bottom up.

The implications of the above for an education center are consistent with the need of a principal who is a leader. The education center, however, does not rely solely on the principal effecting change from the top down.

The center is also undergoing change influenced by the college from the bottom up. It is the coordination of these two forces that can better bring about change. If this duality occurs only temporarily, change will be retarded or eventually stopped depending upon whether one or both of the agents of change are removed. Thus, the partnership of internal and external innovative agents as established in an education center should provide effective conditions for change.

What kind of a system should an education center have in order to bring about a stable change?

> "In a condition of static equilibrium a system responds to a stimulus or a change in its environment by a reaction or adjustment which tends to restore the system to its original state. In a condition of dynamic quilibrium the system may respond to such a stimulus or a change in its environment by a shift to a new balance or by a modification of its goals."[12]

The important words that distinguish static from dynamic equilibrium are adjustment, and new balance. A static system by its own nature is compelled to force adjustment of a stimulus or it will not survive as this type of system. This self-preservation can take place only upon the return to the original state. A static system is the antithesis of change. A dynamic system is by nature a system for a stable change. The system must be capable of interacting with a stimulus and establishing a new balance. This system must be capable of achieving a new equilibrium or it will not survive. If there is no stable equilibrium, it will degenerate into a static system or chaos. What is needed is an individual with stabilizing as well as initiating qualities. The administrator (being a stabilizing force) can strengthen or weaken the education center.

12. Lonsdale, Behavioral Sciences and Educational Administration, pg. 172.

He weakens the center if he continuously "stabilizes" at the original starting point. He strengthens the center by "stabilizing" change and in some instances he brings the system back to the original starting point. This latter act is done with extreme caution and thought so as not to eliminate the elements of growth found within the system.

If a principal maintains only a stabilizing role, change in the system will eventually stop due to lack of leadership and an attitude of "Why should I try to improve when the principal isn't even interested," prevailing.

In an education center many of the change influences are to come from outside the system (via the college). How should the education center respond to these disturbances?

> "The system may respond to disturbances from the outside (a) by resisting or disregarding the disturbances or protecting and defending itself against them; (b) by using homeostatic forces to restore the former balance; or (c) by accommodating to these disturbances by achieving a new equilibrium. It is the view of this chapter that administrators should assist the organization in responding in the third (c) of these three ways."[13]

A principal who responds to a system distrubance (a) is usually characterized as insecure or rigid, and a safe-guarder of the status-quo. A principal, who responds as (b) is probably adept at using human relations skills in manipulating others and is also interested in preserving the status quo. The principal who responds as (c) has a difficult task, but is primarily interested in the growth of his school. The difficulty comes during the time the principal permits the system to undergo a stress and guides the system through to a new equilibrium. Principal (a) and (b) are interested in adjustment not growth.

[13]Lonsdale, Behavioral Sciences and Educational Administration, pg. 174.

Thus the principal of an education center plays the key role in implementing needed changes in his own school building. If he is a leader and rewards activities that lead to needed changes, then his staff will become aware of the fact that one of the expectations for the teacher's role is that of planning and implementing necessary changes. If he chooses not to lead, then there can be a greater tendency for the staff to omit planning for change as a perceived role expectation and the work of the college supervisors will be weakened. The necessity of a principal being a change agent and innovator is essential for success of an education center. It is, however, erroneous to expect that the principal should be the only innovator in the school. Many in the school have the potential for innovation behavior provided they are given the appropriate encouragement and support. In many ways the school principal makes one of his most important contributions to change by providing such support and encouragement.

The principal's relationship to the college supervisors and his use of their supervisory skills is a vital thread in his pattern of functional administration of an education center.

Chapter V

PRINCIPAL AND HIS RELATIONSHIP TO SUPERVISION IN AN EDUCATION CENTER

> "The literature on the principalship (indeed on all educational administration) is filled with exhortations and clarion calls for "leadership in education". Traditionally this has been taken to mean that the school principal must hold as his primary, and encompassing task the improvement of instruction in his building. Inherent in this task has been the expectation that the principal must supervise his teachers to ensure that they are performing their tasks effectively. This expectation for the principal has come under serious questioning, however, on the grounds that teachers are becoming more highly specialized and require equally specialized individuals to supervise their work, and that emerging patterns of instructional practices call for a greater interdependence among teachers and other specialists and a lesser need for dominance by other administrators."[14]

There also is a decrease of current literature on the interest of the principal in the supervision of teachers. There are two possible explanations for the decrease of interest by writers on administration in the supervision of teachers. First the problems of supervision and of teaching method are not amenable to investigation in a management frame of reference, (i.e. with techniques now available.) Second, the field of supervision has become one of the major interests of a group of specialists and of the organization, Association for Supervision and Curriculum Development (ASCD).

The role of the principal as a supervisor of teachers appears more as a traditional concept than a description of a function of a modern principal. The amount of research and the skills being developed in and by supervisors is now beyond the scope of reasonable demand upon a principal.

14. Donald A. Erickson, "Forces for Change in the Principalship", in The Elementary School Journal, Vol. 65, No. 6 (November 1964), 57-64 as cited by Goldman, The School Principal, pg. 107.

This does not mean that he can divorce himself from the results of supervision, because he is the one responsible for the curriculum and the effectiveness of teaching in his school. It does mean that he can delegate the operational and developmental aspects of curriculum and teacher effectiveness to those who have specific training in those areas. He is, however, still responsible for the coordination and evaluation of the total school program.

What should the relationship be between the principal and the college supervisors?

> "It would seem, therefore, that cooperative supervision and administration is one of the most promising practices currently under consideration. It increases the services available to classroom teachers, and it provides continuous in-service growth opportunities for principals and supervisors alike." [15]

Interaction between administrators and college supervisors is an important aspect of education improvement. This interaction must be of a cooperative and consensus atmosphere. If the atmosphere is cooperative, the two reactants can effect change and establish dynamic equilibrium within the system. Not only are the principals and supervisors to be change agents in this atmosphere, but they are going to be affected by the interaction. The result should be growth for all involved in the educational process of the education center.

Most literature agrees that change in instructional content and method occurs when the understanding and skills of teachers and other workers change. The task involves working with people in the development of skills. These insights and skills are related to the following curriculum categories: determining of objectives, the development of a

15. Robert H. Anderson, Teaching in a World of Change, (Harcourt, Brace and World, Inc., 1966) pg. 127

program of instruction, the use of instructional materials and procedures, and the evaluation of instruction. Since skill in all of these categories could be considered somewhat of a challenge to most individuals, other alternatives must be sought. One alternative is the use of resource people (college supervisors) from the education center since they are currently involved in this work. The principal, however, must be aware of the direction that a change in instructional content and method is taking and the implications of the direction to the education center.

Chapter VI

Conclusion

Two functions of an education center have hopefully been established. One is that it assists the school in the process of change. Secondly, it provides a means of continuous education of the center's teachers. If this is also to be the function of administrators of the future, then their partnership should bring added success.

> "In the future, the administrator's success will depend upon (1) being able to employ the dynamics of the change process to fulfill the objectivies of the school as an institution and (2) providing relative stability in an institution which is undergoing basic structural modification. Educators should be disturbed by the minimal attention which they have paid to the process of change. The school administrator of the future will be a participant in a nationwide organized process of change not dissimilar from that which has existed in the field of agriculture for the past half century. Federal and state governmental agencies are also responsible for educational coordination, research and improvement of education. The local school administrator will be placed in the center of this process and will spend the bulk of his time implementing the results of the process and determining its future course of action. Change will be the byword of good education, and, the rigid or dogmatic administrator will have a short-lived career." [16]

16. Jensen and Clark, Educational Administration pg. 110

SELECTED BIBLIOGRAPHY

Anderson, Robert H. Teaching in a World of Change. New York: Harcourt, Brace and World, Inc. 1966.

Association for Supervision and Curriculum Development; Balance in the Curriculum. Washington, D.C.: The Association, 1961.

Campbell, Ronald F., and Gregg, Russell T. eds., Administrative Behavior in Education. New York: Harper and Bros. 1957.

Goldman, Samuel. The School Principal. New York: The Center for Applied Research in Education, Inc., 1966.

Graff, Orin B., and Street, Calvin M. Improving Competence in Educational Administration. New York: Harper and Bros. 1956.

Griffiths, Daniel E., ed. Behaviorial Science and Educational Administration. Sixty-third Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 1964. Part II.

Griffiths, Daniel E. , et al. Organizing Schools for Effective Education. Danville, Ill.: The Interstate Printers and Publishers, Inc. 1962. Part I.

Halpin, Andrew W. Administrative Theory in Education. Chicago: Midwest Administration Center, University of Chicago, 1958.

Jenson, Theodore J., and Clark, David L. Educational Administration. New York: The Center for Applied Research in Education, Inc., 1964.

Morphet, Edgar L.; Johns, Roe L.; and Reller, Theodore L. Educational Organization and Administration. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

American Association of School Administrators. "School Administrators View Professional Negotiations." NEA J. 56: 23-5 Ja'67.

Erickson, Donald A. "Forces for Change in the Principalship." The Elementary School Journal. Vol. 65, No. 6, (November, 1964), 57-64.

ED 074043

F

STUDENT REACTION

to the

EDUCATION SEMESTER

SP 006 242

The first day of the education semester I was scared and apprehensive about the whole idea. I wasn't really sure I wanted to teach, but I thought it wouldn't hurt to try. In the back of my mind I kept thinking that it would be good experience, whether I ever went into teaching or not.

The beginning of the program was over-whelming. Even though our supervisors tried to make us feel at ease, we were still nervous. It was consoling to know that everyone else felt the same way. As the supervisors explained the program and described what was expected of us, the amount of work required kept growing. All through the first few days, despite consoling comments from the supervisors, the same thought kept entering my mind: why do I want to do this? The complete answer is still a long way off.

The third day of the program, we went to the school that was our teaching center. I had never been inside a public high school before, and this one looked huge and confusing, but not unfriendly. I was relieved to find out that high school kids still looked like high school kids.

We were introduced to our Master Teachers and they took us to our centers and began showing us around the school. So many names float around and add to the confusion, but by asking questions, things eventually got sorted out. Learning the procedures of the school and falling into a daily routine are still far away at this point, but just walking around, talking to teachers and students, and looking at the facilities made me feel a sense of belonging at the school.

I wasn't afraid of the school or the kids, but I wasn't too sure of this business about standing up in front of them, much less trying to teach something.

The first week of classes was spent observing the Master Teacher with her classes. At first, I was surprised by the slow pace of the classes, but three years of college courses had probably made me forget what a high school class was like. Both the teacher and the students seemed pretty easy-going, and certainly did not seem pressured by anything. The Master Teacher made things look pretty easy and soon I began to want to try teaching. It certainly did not seem like such a bad way to spend a semester after all.

The second week, I took over my classes with the Master Teacher watching. I was nervous before class started, but after the beginning it wasn't anything to worry about. I found it hard to imagine that they were really listening to me. When I was in high school I thought the teacher was always right. What if they thought I was always right? And what if I were wrong?

Even though we had gone over and over lesson plans in our education classes, I was still a little hesitant to try one on my class. But after the first class was over I was almost surprised to realize that no one threw things at me, they seemed to understand what I had said, and I had actually survived my first class. And I had to do the same thing tomorrow, and the next day, and the next day, and the next...

After falling into a routine for a few weeks, I thought I would try something new in my classes: working in groups. In our education classes we had been talking about students actively participating in their learning, and I was convinced that my students were all too ready to sit when they should have been thinking. To do something about the condition, I thought the class could work on group projects. I explained the idea to the class with great detail, and mimeographed instruction sheets. The students spent a week planning, writing, re-writing, and practicing. The day for the presentations came, and they were a fiasco.

It was obvious that most of the planning time had been wasted, group members did not participate and cooperate, and one person usually ended up doing all the work for the whole group. I couldn't understand why all this had happened.

The next week, our education classes dealt with structuring a learning situation, and the reasons for my project's failure became evident. The main problem was a lack of class control on my part. There was no way of making sure that each group member did something, no way of preventing one member from doing everything, and no way of making sure everyone used the planning time correctly. For me, the lesson on controlling a learning situation came too late. I had already learned on my own and would never forget it.

Up to this point, I had been sticking exclusively with the curriculum. Instead of staying with historically organized literature, I decided to choose a theme of literature, not related to just one time period. I chose alienation as the unit topic, and tried to help students relate the theme both to literature and to their own lives. With the supervisor's help, I developed the unit completely. I set unit objectives, picked related material and outside information, and even brought in a guest speaker. The students seemed to enjoy the unit completely, and they did very well on the final test, probably because the subject meant something to them. They saw other people facing the same problems they face, and a few even began to see a purpose in literature because it could tell you about yourself. I was delighted that they were able to think abstractly and relate ideas to their own lives.

When I realized that you could approach material from different points of view, I also saw, by observing other teachers, that you could approach students in many different ways.

From the first day of teaching, I was aware that my two classes were quite different. One was large, noisy and spirited, while the other was small, quiet and almost timid at times. For several weeks I had been trying to teach the same material to both classes in the same way, with vastly different results. Then in one of our education courses, we discussed the role of personality in learning, both from the teacher's and the students' points of views. I had a feeling that a class personality could definitely influence what method of teaching was most effective for that group. Both of my classes had been taught in a rather formal, structured manner, but to experiment, I began to structure the smaller class less and less. I hoped that a more informal atmosphere would bring quiet kids out of themselves, and into class participation. The experiment seemed to be successful; at least more people took an honest and active part in the class. Soon, even though the material was the same for both classes, the procedures were beginning to differ more and more. In the large class, students would write an essay to express their reactions to something, while in the small class, we could discuss their feelings. Eventually, I began to react to the material and the classes in a variety of ways, reorganizing and restructuring material to fit different needs.

With all of the ways that I tried to vary the class, such as through approach and presentation, and by choosing different material, one problem kept recurring: discipline. One of the first education classes we had dealt with the danger of making empty threats, especially in the area of discipline. We were urged to define our own attitudes towards discipline and establish a scheme for dealing with problems. It seemed a lot easier to talk about discipline problems than to deal with them in reality. I learned to handle problems by relying on my

own ideas at first. When those proved ineffective, I talked to the supervisors, or my Master Teacher, or other student teachers. As a group, we were able to determine which methods of control were most effective, but each of us learned to work with control measures which best suited our own style of teaching.

Maybe I have been giving the wrong impression that I was working alone. The Master Teacher and supervisors were there, of course, and so was the other student teacher that I was paired with. I found it very helpful to work with another student teacher because we could discuss common problems. Also, since we were teaching essentially the same material in different ways, we could compare our effectiveness and the students' reaction. I think I learned as much from watching my partner's classes as I did from teaching mine. Often I could gauge my classes' reaction to the material from watching hers, and more importantly, we could compare our methods and discuss their implications.

Early in the semester we began to supervise each other. We took verbatim data, established teaching patterns, and discussed the implications of these patterns. Then we decided which things might be changed, or what behavior should be strengthened, and took more data to go through the cycle again. I found this form of supervision very helpful because, since we were both student teachers, we were particularly sensitive to how difficult it is to modify teaching behaviors. From watching other classes, it was also easier to discuss the implications of teaching behaviors from a broader basis of experience.

Not all of the experiments I tried in class were as loosely organized as the one mentioned previously. As part of the program, I drew up a formal research project to test ideas I had about helping students to grade themselves. I was interested in seeing whether self-grading would

improve a student's understanding of or attitude toward grades. Even though I haven't completed the research project, I have found the preliminary steps useful, especially learning how to control variables within an experiment. Experimenting with different aspects of education seems like it would help a teacher to develop a personal method of teaching which is most effective.

As time passed, my goals in the classroom became more defined and reached higher levels. At first, I only wanted to survive the class period. When I realized that that wasn't such a difficult goal to reach, I began to think that it would be nice if the kids actually learned something. I began to concentrate on the course material, and from test scores, some of them did seem to learn.

Then, in some of our education courses, we were reading about different methods of presenting material. I thought I would try to teach something in a different way, or in many different ways. After experimenting with the methods of teaching, and after discussing motivation in our education classes, it occured to me to vary the objectives of teaching. I experimented by letting the student work with his own objective, and in small groups or independently if he desired.

As the semester progressed, and as I thought more about the purpose of education, my goals reached higher levels. At first, I only wanted to survive, but at the end of the semester, I wanted the student to learn something about teaching himself whatever he wanted. This final goal is one that I don't pretend to be able to reach. To me, learning how to learn is an ideal goal of education which may never be attained, but I was curious to see if my students could attain even part of this goal.

The college supervisors play a large role in the student teachers' development. The fact that they were always present - all day, every

day, made sure that we were constantly in touch with them, whether talking over problems or being in class. Because of the small number of students in the program, we were able to work out any problem individually. The biggest asset, however, was that we felt the supervisors were our friends. Because of the friendly spirit, there was no fear involved in our relationships. We felt that we were treated as young professionals trying to be teachers. We reacted honestly and openly, and probably got more accomplished because we weren't dealing with hidden emotions and could discuss problems openly.

An idea that occurred to me about half way through the program is how much the experience was changing my views of education. Up to this time, I was "passively" educated, especially in college where most of the so-called learning involved note-taking, memorizing, and repeating the information on tests. It never occurred to me to ask why I was supposed to do anything.

The education semester was completely different, however. There wasn't anything to memorize and repeat on tests, and there weren't even any tests. But this semester, <u>everything</u> was "why". Everything I learned, or thought, or did was somehow related to something else, but there wasn't any teacher giving me the final answer. In the end, it is up to me to tie everything together and try to make sense out of this education business. The question of "why" is everywhere. Why be educated? Why is it important for man to learn? Why try to teach others? I know that the end of the education semester will not bring the answers to these questions, but at least it brought me to think about the questions, which is more than the rest of my education ever did.

Looking back on it now, I can see how the education semester has built my self-confidence. At first, I wasn't really sure I could teach

at all, but now I feel that I can. Just knowing that I can succeed frees me from the worry of total failure, and allows me to try new things and develop skills and different attitudes toward teaching.

Developing a personal philosophy of education has helped put ideas, impressions, and questions into a new perspective. By delineating my attitudes toward education, I could see my personal goals emerging and developing. I could mold my lessons to try to act consistently with my philosophy, but, of course, I couldn't always be successful. Sometimes a failure led me to change my method of action; other times it led me to modify my philosophy to a more realistic form.

I realized something just last week which sums up my impressions and attitudes toward the whole education semester. When I am through with my student teaching, I will not be prepared to be a teacher as much as I will be prepared to decided whether or not I <u>should</u> be a teacher. That, in itself, is a pretty far distance to come from the uncertainty I had when I started the semester. I've had a good glimpse of what teaching is, I've seen how I react as a teacher, and I've considered education in a completely new light. From this basis, I should be able to decide whether I want to continue learning how to teach, on my own.

Kathy Coyne
November 15, 1971